

Maple Grove Middle School 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 <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>	
Reading	<ul style="list-style-type: none"> ● Unified Insights - SD 4 <ul style="list-style-type: none"> ○ Data assessment ○ Train staff on how to use ● AVID - SD 2 <ul style="list-style-type: none"> ○ Writing to Learn <ul style="list-style-type: none"> ■ Staff wide PD ○ WICOR walk throughs <ul style="list-style-type: none"> ■ Focus on writing to learn and environment ○ Demonstration Site <ul style="list-style-type: none"> ■ Learn steps to becoming a demonstrations site ■ Evaluate preparedness ● Unified Classes - SD 1 <ul style="list-style-type: none"> ○ Advisory ○ Art ○ Music ○ PE ● Tutor/Volunteer Plan - SD 3 <ul style="list-style-type: none"> ○ System for providing academic tutors during, before, and after school to align with our AVID implementation and vision 	<ul style="list-style-type: none"> ● ELA Grade 6-8 - SD 2 <ul style="list-style-type: none"> ○ Amplify year 1 <ul style="list-style-type: none"> ■ walk throughs ● 8th Grade Science - SD 2 <ul style="list-style-type: none"> ○ New curriculum year 2 <ul style="list-style-type: none"> ■ walkthroughs ● ADSIS - SD 2 (reading intervention) <ul style="list-style-type: none"> ○ Tier II interventions <ul style="list-style-type: none"> ■ Scheduled class periods ○ Tier III interventions <ul style="list-style-type: none"> ■ During advisory time ● AVID - SD 2 <ul style="list-style-type: none"> ○ Writing to Learn professional development during staff meetings and system PD day ○ Critical Reading Strategies <ul style="list-style-type: none"> ■ Refresh Training ● What I Need Time - SD 2 <ul style="list-style-type: none"> ○ Implement ways to best utilize this time for intervention and extension <ul style="list-style-type: none"> ■ Intervention time during advisory ● Targeted Services - SD 1, 2 <ul style="list-style-type: none"> ○ After school academic programming 	<ul style="list-style-type: none"> ● 7th Grade Science - SD 2 <ul style="list-style-type: none"> ○ new curriculum implementation year 3 <ul style="list-style-type: none"> ■ walkthroughs ● Collaborative Classes - SD 3 <ul style="list-style-type: none"> ○ Reading <ul style="list-style-type: none"> ■ EL ■ Special education ● AVID - SD 2 <ul style="list-style-type: none"> ○ WICOR focus in all core and exploratory classes ● PLTs - SD 2 <ul style="list-style-type: none"> ○ Admin support assigned to each PLT (principal, AP, SDAS) ● District Equity Tools - SD 1, 3, 5 <ul style="list-style-type: none"> ○ Using the following tools every time we meet as a staff <ul style="list-style-type: none"> ■ AEIOU Protocols ■ Compass ■ CLEAR Model ● Theater Program - SD 1, 2, 3 <ul style="list-style-type: none"> ○ Fall play and Spring Musical 	
All Students				
Basic Goal				Trans. Goal
74.3				79.3
<p>*See attached addendum for more detailed information</p>				

Adapted August 23

	<ul style="list-style-type: none"> ● IRLA Training - SD 2 <ul style="list-style-type: none"> ○ EL reading curriculum pilot ● What I Need Time - SD 2 <ul style="list-style-type: none"> ○ Implement ways to best utilize this time for intervention and extension (clubs) <ul style="list-style-type: none"> ■ Chess Club ■ Student Book Clubs ■ Other club choices ● Equity Team/Building Leader integration - SD 3, 4,5 <ul style="list-style-type: none"> ○ Sub committee <ul style="list-style-type: none"> ■ Equity team seminar ■ Street data book study ● Equity Teaming/Collaboration - SD 5 <ul style="list-style-type: none"> ○ MGMS admin ○ DOEE <ul style="list-style-type: none"> ■ Coordinator ■ Teacher ■ Specialist <ul style="list-style-type: none"> ● Support model creation (visual) 	<ul style="list-style-type: none"> ○ Reading and/or math goal(s) ○ Creative based courses that enhance learning focused on reading /math goals <ul style="list-style-type: none"> ■ Robotics ■ Destination Imagination ● Drop Everything And Read (DEAR) - SD 1, 2 <ul style="list-style-type: none"> ○ Focused reading time every Wednesday, school wide ● Equity Team/Building Leader integration - SD 3, 4,5 <ul style="list-style-type: none"> ○ Sub committee <ul style="list-style-type: none"> ■ Equity team seminar ■ Street data book study 		
Math				
All Students				
Basic Goal	Trans. Goal			
63.8	68.8			
*See attached addendum for more detailed information		<ul style="list-style-type: none"> ● Unified Insights - SD 4 <ul style="list-style-type: none"> ○ Data assessment ○ Train staff on how to use ● AVID - SD 2 <ul style="list-style-type: none"> ○ Writing to Learn <ul style="list-style-type: none"> ■ Staff wide PD ○ WICOR walk throughs 	<ul style="list-style-type: none"> ● ADSIS - SD 2 (math intervention) <ul style="list-style-type: none"> ○ Tier II interventions <ul style="list-style-type: none"> ■ Scheduled class periods ○ Tier III interventions <ul style="list-style-type: none"> ■ During advisory time ● AVID - SD 2 <ul style="list-style-type: none"> ○ Writing to Learn professional development 	<ul style="list-style-type: none"> ● 7th Grade Science - SD 2 <ul style="list-style-type: none"> ○ new curriculum implementation year 3 <ul style="list-style-type: none"> ■ walkthroughs ● Collaborative Classes - SD 3 <ul style="list-style-type: none"> ○ Math <ul style="list-style-type: none"> ■ EL ■ Special education ● AVID - SD 2

Adapted August 23

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Focus on writing to learn and environment ○ Demonstration Site <ul style="list-style-type: none"> ■ Learn steps to becoming a demonstrations site ■ Evaluate preparedness ● Unified Classes - SD 1 <ul style="list-style-type: none"> ○ Advisory ○ Art ○ Music ○ PE ● Tutor/Volunteer Plan - SD 3 <ul style="list-style-type: none"> ○ System for providing academic tutors during, before, and after school to align with our AVID implementation and vision ● Equity Team/Building Leader integration - SD 3, 4,5 <ul style="list-style-type: none"> ○ Sub committee <ul style="list-style-type: none"> ■ Equity team seminar ■ Street data book study ● Equity Teaming/Collaboration - SD 5 <ul style="list-style-type: none"> ○ MGMS admin ○ DOEE <ul style="list-style-type: none"> ■ Coordinator ■ Teacher ■ Specialist <ul style="list-style-type: none"> ● Support model creation (visual) 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> during staff meetings and system PD day ○ Critical Reading Strategies <ul style="list-style-type: none"> ■ Refresh Training ● Targeted Services - SD 1, 2 <ul style="list-style-type: none"> ○ After school academic programming ○ Reading and/or math goal(s) ○ Creative based courses that enhance learning focused on reading /math goals <ul style="list-style-type: none"> ■ Robotics ■ Destination Imagination ● CPM Math Curriculum - SD 2 <ul style="list-style-type: none"> ○ Year 3 implementation ● What I Need Time - SD 2 <ul style="list-style-type: none"> ○ Implement ways to best utilize this time for intervention and extension (clubs) <ul style="list-style-type: none"> ■ Chess Club ■ Student Book Clubs ■ Other club choices ● Equity Team/Building Leader integration - SD 3, 4,5 <ul style="list-style-type: none"> ○ Sub committee <ul style="list-style-type: none"> ■ Equity team seminar ■ Street data book study 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ WICOR focus in all core and exploratory classes ● PLTs - SD 2 <ul style="list-style-type: none"> ○ Admin support assigned to each PLT (principal, AP, SDAS) ○ Math focus as determined by MCA scores <ul style="list-style-type: none"> ■ Site goal is to increase the aMath scores from 36% meeting growth goal to 48%. ● District Equity Tools - SD 1, 3, 5 <ul style="list-style-type: none"> ○ Using the following tools every time we meet as a staff <ul style="list-style-type: none"> ■ AEIOU Protocols ■ Compass ■ CLEAR Model
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Adapted August 23

<p>Student Management</p> <p>Evidence of Need: The number of incidents of classroom insubordination at MGMS increased from 110 in 2021-22 to 171 in 2022-23</p> <p>* Despite having the same number of referrals over the past two years, there has been a 12% increase in administrative interventions</p> <p>* Number of total incidents remained the same from 2021-22 to 2022-23 (997/996 incidents)</p> <p>* Number of participants in fights was down in 2022-23 by 23%</p> <p>* Number of disruptive behavior referrals was down by 13% in 2022-23</p>	<ul style="list-style-type: none"> ● De-escalation strategies - SD 1,4 <ul style="list-style-type: none"> ○ classroom managements strategies <ul style="list-style-type: none"> ■ 7 stages of de-escalation in the classroom setting ● PBIS - SD 1 <ul style="list-style-type: none"> ○ School wide expectations review <ul style="list-style-type: none"> ■ Staff, student and parent feedback ● Restorative Practices - SD 1, 3, 5 <ul style="list-style-type: none"> ○ Restorative Chats <ul style="list-style-type: none"> ■ Staff PD and support ● Character Strong - SD 1 <ul style="list-style-type: none"> ○ Tier 2 Pilot ● Student Led Assemblies - SD1,3 <ul style="list-style-type: none"> ○ Connected to school wide expectation ○ Connected to celebrating cultures ● Equity Team/Building Leader integration - SD 3, 4,5 <ul style="list-style-type: none"> ○ Sub committee <ul style="list-style-type: none"> ■ Equity team seminar ■ Street data book study ● Equity Teaming/Collaboration - SD 5 <ul style="list-style-type: none"> ○ MGMS admin ○ DOEE <ul style="list-style-type: none"> ■ Coordinator ■ Teacher 	<ul style="list-style-type: none"> ● Character Strong - SD 1 <ul style="list-style-type: none"> ○ Advisory lessons ● Catalyst (Envoy) - SD 1,4 <ul style="list-style-type: none"> ○ Classroom management strategies ● PBIS - SD 1 <ul style="list-style-type: none"> ○ Alternatives to Suspension Space (PASS Room) <ul style="list-style-type: none"> ■ Behavior and academic interventions ■ Documented behavior interventions ○ Celebrations & Recognition <ul style="list-style-type: none"> ■ Student of the month recognition ■ Student council led assembly ○ Student Passport <ul style="list-style-type: none"> ■ Handbook Training ● General Education Social Worker - SD 2, 3 <ul style="list-style-type: none"> ○ Student groups ○ Individual support and interventions ● Restorative Practices - SD 1, 3, 5 <ul style="list-style-type: none"> ○ Student circles ○ Staff Circles ○ Individual teacher coaching ● Boys of Hope - SD 2, 3 <ul style="list-style-type: none"> ○ After school boys group run by The Power of 	<ul style="list-style-type: none"> ● PBIS - SD 1 <ul style="list-style-type: none"> ○ Operating under current school wide expectations <ul style="list-style-type: none"> ■ We are Prompt ■ We are Prepared ■ We are Polite ○ Mustang Mart <ul style="list-style-type: none"> ■ store to redeem pride tickets ○ Weekly spirit weeks <ul style="list-style-type: none"> ■ 3-4 throughout the school year ○ Student recognition <ul style="list-style-type: none"> ■ honor roll ● Girls Taking Action - SD 2, 3 <ul style="list-style-type: none"> ○ After school girls group run by The Power of People Leadership Institute & The Power of People Consulting Group ● REAL Talk - SD 2, 3, 5 ● School Based Therapist - SD 1 <ul style="list-style-type: none"> ○ Prairie Care <ul style="list-style-type: none"> ■ 10 sessions to create plans and strategies to mitigate student behavior ○ Peoples Incorporated <ul style="list-style-type: none"> ■ ongoing treatment plans based on student need
<p>Measured Behavior: Total number of insubordination incidents = 171</p>			
<p>Baseline Data by Target Group: Black students had 115 incidents of insubordination, 67% of total incidents of insubordination</p>			

Adapted August 23

<p>Goal:Reduction of incidents of insubordination by black students by 20% as determined by number of referrals submitted (115 referrals down to 92 referrals or less)</p>	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Specialist <ul style="list-style-type: none"> ● Support model creation (visual) ● World Cafes - SD 1 & 3 <ul style="list-style-type: none"> ○ Staff data collection 	<p>People Leadership Institute & The Power of People Consulting Group</p> <ul style="list-style-type: none"> ● Cell phone/earbuds policy - SD 1, 4 <ul style="list-style-type: none"> ○ Year two, no cell phones 8:10-2:40 ● Backpack Policy - SD 1, 4 <ul style="list-style-type: none"> ○ Year two, backpacks to be kept in lockers, not in classrooms ● Student Leadership - SD 1, 3 <ul style="list-style-type: none"> ○ Groups: WEB, Student Council, Fuel Up ○ Vision: Each student leadership group plans and leads one school wide/community activity/event and one school wide community service project ● Check & Connect - SD 1, 5 <ul style="list-style-type: none"> ○ Teacher mentors for identified students ○ Teacher and student meet monthly for celebration and relationship building ○ Weekly check ins ● Student Assistant Team/Student Support Team - SD 4 <ul style="list-style-type: none"> ○ SST - All support staff working together to identify needs and plan for supports (admin, SMS, counselors, social workers, SEBC) ○ SAT - Special ed focused. Plan for and support 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Counselor or family referral ● Theater Program - SD 1, 2, 3 <ul style="list-style-type: none"> ○ Fall play and Spring Musical
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Adapted August 23

		<p>potential evaluation process</p> <ul style="list-style-type: none"> ● Middle School Matters Student & Staff Spotlight - SD 1 <ul style="list-style-type: none"> ○ Display in front foyer ○ New student and staff highlights each month ● Equity Team/Building Leader integration - SD 3, 4,5 <ul style="list-style-type: none"> ○ Sub committee <ul style="list-style-type: none"> ■ Equity team seminar ■ Street data book study 	
<p>Family Engagement</p> <p>Evidence of Need: In the spring of 2019, Osseo Area Schools' School Board set a district wide expectation that all sites/departments would develop and implement a family engagement goal.</p> <p>Goal: Strengthen existing PACT involvement and overall community perception and involvement/partnership</p>	<ul style="list-style-type: none"> ● World Cafe for Families - SD 1 & 3 <ul style="list-style-type: none"> ○ Develop plan for event organization and advisory task force development ● Cultural highlights showcases - SD3 <ul style="list-style-type: none"> ○ Continue task force of staff, students, parents, and community members <ul style="list-style-type: none"> ■ Plan for displays throughout the school that will highlight various cultures ● Guest speakers on conference nights - SD 3 <ul style="list-style-type: none"> ○ Themed (college admissions, social media, etc) 	<ul style="list-style-type: none"> ● Cultural highlights showcases - SD3 <ul style="list-style-type: none"> ○ Create American Indian Display as model for future displays <ul style="list-style-type: none"> ■ work with Indian Ed ● AVID - SD 3 <ul style="list-style-type: none"> ○ College Savings Seminar ● Tell Me About It Panels - SD 3 <ul style="list-style-type: none"> ○ Parent/community volunteers share their career experience related to the following careers: medical. sports, fine arts ● Talking Points - SD 3 <ul style="list-style-type: none"> ○ texting communication tool in multiple languages ● Blackboard - SD 3 <ul style="list-style-type: none"> ○ Family and student communication platform implementation year 1 ● PACT - SD 3 	<ul style="list-style-type: none"> ● PACT -SD 1, 3, 5 <ul style="list-style-type: none"> ○ Parents And Community Together (AKA PTO) <ul style="list-style-type: none"> ■ Monthly meetings ■ Fundraising ■ School community building event planning ● Mustang Memo - SD 3 <ul style="list-style-type: none"> ○ Bi-monthly family communication ○ Important school wide information, dates and events

Adapted August 23

		<ul style="list-style-type: none"> ○ Partnership with student leadership groups ○ Three community service projects ○ Three community events ● Academic Check-in student emails home - SD 3 <ul style="list-style-type: none"> ○ two times monthly ○ email sent home by every student sharing successes and things to work on ○ academic progress share out to family 	
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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>	
Reading	<ul style="list-style-type: none"> ● New PE Standards - SD 2 <ul style="list-style-type: none"> ○ Planning for implementation ● New Music Standards - SD 2 <ul style="list-style-type: none"> ○ Planning for implementation ● AVID <ul style="list-style-type: none"> ○ Demonstration Site 	<ul style="list-style-type: none"> ● ELA Grade 6-8 - SD 2 <ul style="list-style-type: none"> ○ Amplify year 1 <ul style="list-style-type: none"> ■ walk throughs ● IRLA Training - SD 2 <ul style="list-style-type: none"> ○ EL reading curriculum pilot ● ADSIS - SD 2 (reading intervention) <ul style="list-style-type: none"> ○ Tier III interventions <ul style="list-style-type: none"> ■ During advisory time ● AVID - SD 2 	<ul style="list-style-type: none"> ● ADSIS - SD 2 (reading intervention) <ul style="list-style-type: none"> ○ Tier II interventions <ul style="list-style-type: none"> ■ During class periods ● 8th Grade Science - SD 2 <ul style="list-style-type: none"> ○ New curriculum implementation year 3 	
All Students				
Basic Goal				Trans. Goal
*See attached addendum for more detailed information				

Adapted August 23

- Learn steps to becoming a demonstrations site
 - Evaluate preparedness
- Tutor/Volunteer Plan - SD 3
 - System for providing academic tutors during, before, and after school to align with our AVID implementation and vision

- Writing to Learn
 - Staff wide PD
 - WICOR walk throughs
 - Focus on writing to learn and environment
 - Critical Reading Strategies Refresh/PD
- Targeted Services - SD 1, 2
 - After school academic programming
 - Reading and/or math goal(s)
 - Creative based courses that enhance learning focused on reading /math goals
 - Robotics
 - Destination Imagination
 - focused on reading /math goals
- What I Need Time - SD 2
 - Implement ways to best utilize this time for intervention and extension (clubs)
 - Chess Club
 - Student Book Clubs
 - Other club choices
- Unified Insights - SD 4
 - Data assessment
 - Continued training
- Unified Classes - SD 1
 - Advisory
 - Art

- Drop Everything And Read (DEAR) - SD 1, 2
 - Focused reading time every Wednesday, school wide

		<ul style="list-style-type: none"> ○ Music ○ PE ● Equity Team/Building Leader integration - SD 3, 4,5 <ul style="list-style-type: none"> ○ Sub committee <ul style="list-style-type: none"> ■ Equity team seminar ■ Street data book study ● Equity Teaming/Collaboration - SD 5 <ul style="list-style-type: none"> ○ MGMS admin ○ DOEE <ul style="list-style-type: none"> ■ Coordinator ■ Teacher ■ Specialist <ul style="list-style-type: none"> ● Support model creation (visual) 		
Math	<ul style="list-style-type: none"> ● New PE Standards - SD 2 <ul style="list-style-type: none"> ○ Planning for implementation ● New Music Standards - SD 2 <ul style="list-style-type: none"> ○ Planning for implementation ● Math Placement - SD 2 <ul style="list-style-type: none"> ○ Criteria review <ul style="list-style-type: none"> ■ Factors used to place students appropriately ● AVID <ul style="list-style-type: none"> ○ Demonstration Site <ul style="list-style-type: none"> ■ Learn steps to becoming a demonstrations site 	<ul style="list-style-type: none"> ● ADSIS - SD 2 (math intervention) <ul style="list-style-type: none"> ○ Tier II & III interventions <ul style="list-style-type: none"> ■ During advisory time ● AVID - SD 2 <ul style="list-style-type: none"> ○ Writing to Learn <ul style="list-style-type: none"> ■ Staff wide PD ○ WICOR walk throughs <ul style="list-style-type: none"> ■ Focus on writing to learn and environment ○ Critical Reading Strategies ● What I Need Time - SD 2 <ul style="list-style-type: none"> ○ Implement ways to best utilize this time for 	<ul style="list-style-type: none"> ● ADSIS - SD 2 (math intervention) <ul style="list-style-type: none"> ○ Tier II interventions <ul style="list-style-type: none"> ■ During advisory time ● CPM Math Curriculum - SD 2 <ul style="list-style-type: none"> ○ Year 4 of implementation ● Targeted Services - SD 1, 2 <ul style="list-style-type: none"> ○ After school intervention programming <ul style="list-style-type: none"> ■ Reading and Math focus 	
All Students				
Basic Goal				Trans. Goal
*See attached addendum for more detailed information				

- Evaluate preparedness
- Tutor/Volunteer Plan - SD 3
 - System for providing academic tutors during, before, and after school to align with our AVID implementation and vision

- intervention and extension (clubs)
 - Chess Club
 - Student Book Clubs
 - Other club choices
- Unified Insights
 - Data assessment
 - Continued training
- Unified Classes - SD 1
 - Advisory
 - Art
 - Music
 - PE
- Targeted Services - SD 1, 2
 - After school academic programming
 - Reading and/or math goal(s)
 - Creative based courses that enhance learning focused on reading /math goals
 - Robotics
 - Destination Imagination
 - focused on reading /math goals
- Equity Team/Building Leader integration - SD 3, 4,5
 - Sub committee
 - Equity team seminar
 - Street data book study
- Equity Teaming/Collaboration - SD 5

		<ul style="list-style-type: none"> ○ MGMS admin ○ DOEE <ul style="list-style-type: none"> ■ Coordinator ■ Teacher ■ Specialist <ul style="list-style-type: none"> ● Support model creation (visual) 	
<i>Student Management</i>	<ul style="list-style-type: none"> ● PBIS - SD 1 <ul style="list-style-type: none"> ○ Data analysis <ul style="list-style-type: none"> ■ Unified Insights ■ TFI ■ IM4 	<ul style="list-style-type: none"> ● PBIS - SD 1 <ul style="list-style-type: none"> ○ School wide expectations ○ Alternatives to Suspension Space (PASS Room) <ul style="list-style-type: none"> ■ Behavior and academic interventions ■ Documented behavior interventions ○ Celebrations & Recognition <ul style="list-style-type: none"> ■ Student of the month recognition ■ Student council led assembly ○ Student Passport <ul style="list-style-type: none"> ■ Handbook Training ● De-escalation strategies - SD 1,4 <ul style="list-style-type: none"> ○ classroom managements strategies <ul style="list-style-type: none"> ■ 7 stages of de-escalation in the classroom setting ● Student Assistant Team/Student Support Team - SD 4 <ul style="list-style-type: none"> ○ SST - All support staff working together to 	<ul style="list-style-type: none"> ● PBIS - SD 1 <ul style="list-style-type: none"> ○ Celebrations & Recognition ● Check & Connect - SD 1, 5 <ul style="list-style-type: none"> ○ Teacher mentors for identified students ○ Teacher and student meet monthly for celebration and relationship building ○ Weekly check ins ● Cell phone policy <ul style="list-style-type: none"> ○ Year 3, no cell phones 8:10-2:40 ● Backpack Policy <ul style="list-style-type: none"> ○ Year 3, backpacks to be kept in lockers, not in classrooms ● Boys of Hope - SD 2, 3 <ul style="list-style-type: none"> ○ After school boys group run by The Power of People Leadership Institute & The Power of People Consulting Group
Evidence of Need:			
Measured Behavior:			
Baseline Data by Target Group:			
Goal:			

Adapted August 23

		<ul style="list-style-type: none"> identify needs and plan for supports (admin, SMS, counselors, social workers, SEBC) <ul style="list-style-type: none"> ○ SAT - Special ed focused. Plan for and support potential evaluation process ● World Cafes - SD 1 & 3 <ul style="list-style-type: none"> ○ Staff data collection ● Restorative Practices - SD 1, 3, 5 <ul style="list-style-type: none"> ○ Student circles implementation ○ Teacher coaching ○ Restorative Chats ● Character Strong - SD 1 <ul style="list-style-type: none"> ○ Advisory lessons <ul style="list-style-type: none"> ■ Second full year ○ Tier 2 Pilot ● Catalyst (Envoy) - SD 1,4 <ul style="list-style-type: none"> ○ Classroom management strategies ● General Education Social Worker - SD 2, 3 <ul style="list-style-type: none"> ○ Student groups ○ Individual support and interventions ● Middle School Matters Student & Staff Spotlight - SD 1 <ul style="list-style-type: none"> ○ Display in front foyer ○ New student and staff highlights each month ● Student Leadership - SD 1, 3 <ul style="list-style-type: none"> ○ Groups: WEB, Student Council, Fuel Up ○ Vision: Each student leadership group plans and 	
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		<p>leads one school wide/community activity/event and one school wide community service project</p> <ul style="list-style-type: none"> ● Student Led Assemblies - SD1,3 <ul style="list-style-type: none"> ○ Connected to school wide expectation ● Equity Team/Building Leader integration - SD 3, 4,5 <ul style="list-style-type: none"> ○ Sub committee <ul style="list-style-type: none"> ■ Equity team seminar ■ Street data book study ● Equity Teaming/Collaboration - SD 5 <ul style="list-style-type: none"> ○ MGMS admin ○ DOEE <ul style="list-style-type: none"> ■ Coordinator ■ Teacher ■ Specialist <ul style="list-style-type: none"> ● Support model creation (visual) 	
<p>Family Engagement</p> <p>Evidence of Need: In the spring of 2019, Osseo Area Schools' School Board set 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"> ● World Cafe for Families <ul style="list-style-type: none"> ○ Implement new cycle in 25-26 school year 	<ul style="list-style-type: none"> ● World Cafe for Families - SD 1 & 3 <ul style="list-style-type: none"> ○ Develop task force through PACT <ul style="list-style-type: none"> ■ Host event during PACT meeting night ● Cultural highlights showcases <ul style="list-style-type: none"> ○ Continue creation of displays throughout the school that will highlight various cultures 	<ul style="list-style-type: none"> ● PACT -SD 1, 3, 5) <ul style="list-style-type: none"> ○ School community building event planning ○ Partnership with student leadership groups <ul style="list-style-type: none"> ■ Three community service projects ■ Three community events

Adapted August 23

Strengthen existing PACT involvement and overall community perception and involvement/partnership		<ul style="list-style-type: none"> ■ Create 2-3 new displays ● Tell Me About It Panels - SD 3 <ul style="list-style-type: none"> ○ Parent/community volunteers share their career experience related to the following careers: medical, sports, fine art ● Guest speakers on conference nights - SD 3 <ul style="list-style-type: none"> ○ Themed (college admissions, social media, etc) 	<ul style="list-style-type: none"> ● AVID - SD 3 <ul style="list-style-type: none"> ○ College Savings Seminar ● Talking Points - SD 3 <ul style="list-style-type: none"> ○ texting communication tool in multiple languages ● Blackboard - SD 3 <ul style="list-style-type: none"> ○ Family and student communication platform implementation year 3
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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)**

2025-26 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>		
<p>Reading</p> <p>All Students</p> <table border="1" data-bbox="96 1125 268 1224"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> </table> <p>*See attached addendum for more detailed information</p>	Basic Goal	Trans. Goal	<ul style="list-style-type: none"> ● New Health Curriculum - SD 2 <ul style="list-style-type: none"> ○ Pilot year ○ Classroom walk throughs 	<ul style="list-style-type: none"> ● AVID - SD 2 <ul style="list-style-type: none"> ○ Demonstration Site ○ Writing to Learn <ul style="list-style-type: none"> ■ Staff wide PD ○ WICOR walk throughs <ul style="list-style-type: none"> ■ Focus on writing to learn and environment ○ Critical Reading Strategies ● New PE Standards - SD 2 	<ul style="list-style-type: none"> ● ADSIS - SD 2 (reading intervention) <ul style="list-style-type: none"> ○ Tier II and III interventions ● 7th Grade Science - SD 2 <ul style="list-style-type: none"> ○ Year 4 implementation ● 8th Grade Science - SD 2 <ul style="list-style-type: none"> ○ New curriculum implementation year 4
Basic Goal	Trans. Goal				

Adapted August 23

		<ul style="list-style-type: none"> ○ Implementation year 1 ● New Music Standards - SD 2 <ul style="list-style-type: none"> ○ Implementation year 1 ● Unified Insights - SD 4 <ul style="list-style-type: none"> ○ Data assessment ○ Continued training ● Unified Classes - SD 1 <ul style="list-style-type: none"> ○ Advisory ○ Art ○ Music ○ PE 	<ul style="list-style-type: none"> ● Targeted Services - SD 1, 2 <ul style="list-style-type: none"> ○ After school academic programming ○ Reading and/or math goal(s) ○ Creative based courses that enhance learning focused on reading /math goals <ul style="list-style-type: none"> ■ Robotics ■ Destination Imagination ○ focused on reading /math goals ● What I Need Time - SD 2 <ul style="list-style-type: none"> ○ Implement ways to best utilize this time for intervention and extension (clubs) <ul style="list-style-type: none"> ■ Chess Club ■ Student Book Clubs ■ Other club choices ● Equity Team/Building Leader integration - SD 3, 4,5 <ul style="list-style-type: none"> ○ Sub committee <ul style="list-style-type: none"> ■ Equity team seminar ■ Street data book study ● Equity Teaming/Collaboration - SD 5 <ul style="list-style-type: none"> ○ MGMS admin ○ DOEE <ul style="list-style-type: none"> ■ Coordinator ■ Teacher
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Adapted August 23

			<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Specialist <ul style="list-style-type: none"> ● Support model creation (visual) ● Theater Program - SD 1, 2, 3 <ul style="list-style-type: none"> ○ Fall play and Spring Musical 	
Math	<ul style="list-style-type: none"> ● Math Placement - SD 2 <ul style="list-style-type: none"> ○ Criteria review <ul style="list-style-type: none"> ■ Factors used to place students appropriately 	<ul style="list-style-type: none"> ● AVID - SD 2 <ul style="list-style-type: none"> ○ Demonstration Site ○ Writing to Learn <ul style="list-style-type: none"> ■ Staff wide PD ○ WICOR walk throughs <ul style="list-style-type: none"> ■ Focus on writing to learn and environment ○ Critical Reading Strategies ● New PE Standards - SD 2 <ul style="list-style-type: none"> ○ Implementation year 1 ● New Music Standards - SD 2 <ul style="list-style-type: none"> ○ Implementation year 1 ● Unified Insights - SD 4 <ul style="list-style-type: none"> ○ Data assessment ○ Continued training ● Unified Classes - SD 1 <ul style="list-style-type: none"> ○ Advisory ○ Art ○ Music ○ PE 	<ul style="list-style-type: none"> ● ADSIS - SD 2 (math intervention) <ul style="list-style-type: none"> ○ Tier II & III interventions ● AVID - SD 2 <ul style="list-style-type: none"> ○ WICOR focus in all core and exploratory classes ○ Focused Notes ○ Critical Reading Strategies ● CPM Math Curriculum - SD 2 <ul style="list-style-type: none"> ○ Year 4 of implementation ● Targeted Services - SD 1, 2 <ul style="list-style-type: none"> ○ After school academic programming ○ Reading and/or math goal(s) ○ Creative based courses that enhance learning focused on reading /math goals <ul style="list-style-type: none"> ■ Robotics ■ Destination Imagination ○ focused on reading /math goals ● What I Need Time - SD 2 <ul style="list-style-type: none"> ○ Implement ways to best utilize this time for 	
All Students				
Basic Goal				Trans. Goal
*See attached addendum for more detailed information				

Adapted August 23

			<ul style="list-style-type: none"> intervention and extension (clubs) <ul style="list-style-type: none"> ■ Chess Club ■ Student Book Clubs ■ Other club choices ● Equity Team/Building Leader integration - SD 3, 4,5 <ul style="list-style-type: none"> ○ Sub committee <ul style="list-style-type: none"> ■ Equity team seminar ■ Street data book study ● Equity Teaming/Collaboration - SD 5 <ul style="list-style-type: none"> ○ MGMS admin ○ DOEE <ul style="list-style-type: none"> ■ Coordinator ■ Teacher ■ Specialist <ul style="list-style-type: none"> ● Support model creation (visual)
<p><i>Student Management</i></p> <p>Evidence of Need:</p> <p>Measured Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p>	<ul style="list-style-type: none"> ● PBIS - SD 1 <ul style="list-style-type: none"> ○ Behavior Tier I and II interventions ○ Reducing classroom referrals and suspensions 	<ul style="list-style-type: none"> ● PBIS - SD 1 <ul style="list-style-type: none"> ○ School wide expectations <ul style="list-style-type: none"> ■ Implementation of newly defined school wide expectations ○ Data analysis <ul style="list-style-type: none"> ■ Unified Insights ■ TFI ● Restorative Practices - SD 1, 3, 5 	<ul style="list-style-type: none"> ● PBIS - SD 1 <ul style="list-style-type: none"> ○ Schoolwide expectations ● General Education Social Worker - SD 2, 3 <ul style="list-style-type: none"> ○ Student groups ○ Individual support and interventions ● Restorative Practices - SD 1, 3, 5 <ul style="list-style-type: none"> ○ Student circles ● Catalyst (Envoy) - SD 1,4

Adapted August 23

		<ul style="list-style-type: none"> ○ Student circles implementation ○ Teacher coaching ○ Restorative Chats ● Character Strong - SD 1 <ul style="list-style-type: none"> ○ Tier 2 Pilot 	<ul style="list-style-type: none"> ○ Classroom management strategies ● Boys of Hope - SD 2, 3 <ul style="list-style-type: none"> ○ After school boys group run by The Power of People Leadership Institute & The Power of People Consulting Group ● Character Strong - SD 1 <ul style="list-style-type: none"> ○ Advisory lessons ● World Cafes - SD 1 & 3 <ul style="list-style-type: none"> ○ Staff data review ● Middle School Matters Student & Staff Spotlight - SD 1 <ul style="list-style-type: none"> ○ Display in front foyer ○ New student and staff highlights each month ● Student Led Assemblies - SD1,3 <ul style="list-style-type: none"> ○ Connected to school wide expectation ● Equity Team/Building Leader integration - SD 3, 4,5 <ul style="list-style-type: none"> ○ Sub committee <ul style="list-style-type: none"> ■ Equity team seminar ■ Street data book study ● Equity Teaming/Collaboration - SD 5 <ul style="list-style-type: none"> ○ MGMS admin ○ DOEE <ul style="list-style-type: none"> ■ Coordinator ■ Teacher ■ Specialist <ul style="list-style-type: none"> ● Support model
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Adapted August 23

			creation (visual)
<p>Family Engagement</p> <p>Evidence of Need: In the spring of 2019, Osseo Area Schools' School Board set a district wide expectation that all sites/departments would develop and implement a family engagement goal.</p> <p>Goal: Strengthen existing PACT involvement and overall community perception and involvement/partnership</p>	<ul style="list-style-type: none"> ● Safety Patrol advisory team <ul style="list-style-type: none"> ○ Seek parents/community members to lead this advisory team ○ Evaluate safety for student arrival and dismissal ○ Develop Safety patrol 	<ul style="list-style-type: none"> ● Tell Me About It Panels - SD 3 <ul style="list-style-type: none"> ○ Parent/community volunteers share their career experience related to the following careers: medical, sports, fine art ● Cultural highlights showcases <ul style="list-style-type: none"> ○ Continue to create displays throughout the school that will highlight various cultures <ul style="list-style-type: none"> ■ Create 2-3 new displays 	<ul style="list-style-type: none"> ● Guest speakers on conference nights - SD 3 <ul style="list-style-type: none"> ○ Themed (college admissions, social media, etc)

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

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

SIP Data Sheet

The School Improvement Plan priorities focus on five areas: **reading, mathematics, student behavior, family engagement, and, if applicable, graduation**. The School Improvement Plan must include: (1) the utilization of MCAs as a data point for one or more goals; (2) articulated goals related to proficiency rate(s), progress, growth, and achievement gap reduction; (3) student management; (4) family engagement and, if applicable, (5) a graduation rate goal.

Guidelines

1. The district will insert the basic and transformational goals before the start of school using the 2023-2024 cohorts (incoming students for Fall 2023).
2. Basic goals represent improvement rates that are at or above statewide rates. Transformational goals represent improvement that is closing achievement gaps.
3. Initial Fall 2023 cohort index scores for grade 3 were from Spring 2023 FastBridge aReading or aMath scores. For grades 4-8, the 2023 MCA was used. For grades 10-11, cohort scores were from 2021 or 2022 MCA.
4. Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.
5. Site teams should use these **guiding questions** for discussion in development of the action plan for each area of the plan:
 1. What did the data tell you about your current state? Is this part of a longer trend?
 1. What adult practices might be contributing to the results? What may the root causes be?
 1. What research-based actions, strategies, and interventions may help students meet their goals?
 1. What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

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. Color coding for student groups added in Spring 2023.						
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
All Students	74.3	71.6	66.2	72.6	77.6	67.7	74.3	79.3
Grade 6	80.2	73.4	75.5	75.1	80.1	72.5	79.3	84.3
Grade 7	73.1	70.3	66.7	72.2	77.2	70.4	69.6	74.6
Grade 8	69.7	71.2	57.2	70.7	75.7	60.8	73.8	78.8
Am Indian	53.6		50.0	48.9	53.9	50.0	60.5	65.5
Asian	72.5		61.9	63.3	68.3	66.0	66.9	71.9
Black	42.8		46.0	53.9	58.9	46.7	55.8	60.8
Hispanic	58.1		46.0	52.2	57.2	51.0	57.0	62.0
White	81.1		73.3	79.9	84.9	73.9	82.9	87.9
Multiracial	77.1		58.8	68.1	73.1	66.1	70.1	75.1
ML/EL	6.9		10.8	14.7	19.7	8.6	21.2	26.2
ML Exited (2+ Yrs)*				57.0	62.0	59.6	75.4	80.4
Non Eng Not ML (6yrs)*				72.6	77.6	72.8	81.9	86.9
Spec Ed	38.8		35.5	32.5	37.5	32.9	44.1	49.1
Free/Red. Price Meals	50.6		43.9	52.6	57.6	47.4	54.0	59.0
Female	77.0		69.7	75.5	80.5	71.2	76.9	81.9
Male	71.7		62.8	69.6	74.6	64.1	71.6	76.6

Reading (cont.)

MCA Reading % Proficient

<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 4-Year trend from first data point to last data point
↑	Increase of 1.1% or greater in 4-Year trend from first data point to last data point
↓	Decrease of 1.1% or greater in 4-Year trend from first data point to last data point
□	Indicates an N-size of fewer than 5 students in at least one year

Note: The 2019 results were pre-COVID.

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	Results Spring 2023	Trend
State	60%	53%	52%	50%	↓
All Students - District	56%	51%	50%	49%	↓
All Students - Site	63%	59%	55%	54%	↓
Grade 6	70%	62%	66%	58%	↓
Grade 7	60%	55%	54%	55%	↓
Grade 8	59%	60%	45%	49%	↓
Am Ind	33%	29%	n<5	n<5	□
Asian	62%	64%	57%	55%	↓
Black	28%	35%	34%	30%	↑
Hispanic	45%	38%	33%	37%	↓
White	72%	65%	62%	63%	↓
Multiracial	64%	52%	43%	56%	↓
EL	4%	11%	6%	1%	↓
ML Exited (2+Yrs)				43%	□
Non-Eng Not ML (6yrs)				61%	□
SPED	25%	20%	21%	20%	↓
F/R Meals	34%	34%	31%	31%	↓
Female	65%	62%	59%	57%	↓
Male	61%	57%	50%	51%	↓

Adapted August 23

Reading (cont.)

FastBridge Reading Growth by All

Priority One: READING		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			
	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 pctl			
	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: 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 - Nation	50%	25%	50%	25%	50%	25%
All Students - District	52%	28%	45%	21%	46%	19%
All Students - Site	57%	30%	40%	15%	32%	12%
Grade 6	62%	39%	35%	11%	28%	9%
Grade 7	56%	32%	41%	16%	34%	13%
Grade 8	52%	21%	45%	18%	36%	13%
Am Ind	80%	20%	n<5	n<5	n<5	n<5
Asian	53%	27%	28%	10%	35%	9%
Black	57%	28%	45%	16%	39%	16%
Hispanic	49%	24%	52%	20%	35%	13%
White	58%	31%	39%	15%	31%	11%
Multiracial	51%	29%	41%	16%	28%	8%
EL/ML	39%	15%	49%	24%	36%	20%
ML Exited (2+Yrs)					41%	10%
Non-Eng Not ML (6yrs)					40%	11%
SPED	57%	29%	47%	24%	36%	15%
F/R Meals	56%	30%	44%	15%	33%	12%
Female	58%	32%	39%	12%	35%	12%
Male	56%	28%	41%	18%	30%	11%
Very Low Risk	47%	19%	31%	8%	22%	6%
Low Risk	64%	34%	43%	14%	42%	14%
Some Risk	69%	48%	53%	28%	42%	21%
High Risk	55%	33%	49%	27%	39%	18%

Adapted August 23

Reading (cont.)

FastBridge Reading Growth by Start Score

Priority One: READING		Measure: Growth (% Making F-S Natnl Growth by Start Score Pct)			
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: 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 - Nation	50%	25%	50%	25%
All Students - District	38%	14%	35%	13%
All Students - Site	33%	8%	27%	7%
Grade 6	32%	8%	26%	8%
Grade 7	31%	7%	26%	6%
Grade 8	36%	9%	29%	6%
Am Ind	n<5	n<5	n<5	n<5
Asian	21%	10%	29%	6%
Black	28%	7%	28%	6%
Hispanic	34%	6%	23%	5%
White	36%	9%	27%	7%
Multiracial	31%	5%	26%	8%
EL/ML	22%	10%	21%	6%
ML Exited (2+Yrs)			21%	5%
Non-Eng Not ML (6yrs)			29%	6%
SPED	29%	7%	27%	9%
F/R Meals	22%	4%	24%	5%
Female	32%	6%	28%	6%
Male	34%	10%	26%	7%
Very Low Risk	34%	8%	26%	5%
Low Risk	35%	8%	30%	10%
Some Risk	34%	10%	30%	8%
High Risk	24%	6%	21%	5%

Adapted August 23

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. Color coding for student groups added in Spring 2023.					
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
All Students	69.3	63.4	61.0	67.5	72.5	61.7	63.8	68.8
Grade 6	66.6	66.5	67.4	67.8	72.8	63.7	61.7	66.7
Grade 7	72.5	63.8	61.4	68.0	73.0	69.2	60.1	65.1
Grade 8	68.8	59.6	54.6	66.8	71.8	52.8	69.6	74.6
Am Indian	46.4	57.1	50.0	53.0	58.0	55.3	50.2	55.2
Asian	70.6	70.7	62.7	64.6	69.6	62.2	57.0	62.0
Black	29.5	27.3	29.8	33.9	38.9	26.5	29.7	34.7
Hispanic	46.7	42.7	36.4	47.2	52.2	37.6	42.7	47.7
White	78.3	69.2	70.2	76.7	81.7	70.8	76.7	81.7
Multiracial	65.5	59.8	51.0	64.4	69.4	63.1	61.3	66.3
ML/EL	13.3	8.9	7.7	11.4	16.4	9.2	12.7	17.7
ML Exited (2+ Yrs)*				50.2	55.2	43.9	56.4	61.4
Non Eng Not ML (6yrs)*				61.2	66.2	57.0	65.8	70.8
Spec Ed	37.0	31.8	28.8	31.8	36.8	29.4	34.6	39.6
Free/Red. Price Meals	37.3	34.6	31.5	39.2	44.2	32.8	34.4	39.4
Female	67.7	60.9	59.5	65.3	70.3	59.3	60.3	65.3
Male	70.8	65.9	62.5	69.8	74.8	64.3	67.4	72.4

Math (cont.)

MCA Math % Proficient

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 4-Year trend from first data point to last data point
↑	Increase of 1.1% or greater in 4-Year trend from first data point to last data point
↓	Decrease of 1.1% or greater in 4-Year trend from first data point to last data point
□	Indicates an N-size of fewer than 5 students in at least one year

Note: The 2019 results were pre-COVID.

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	Results Spring 2023	Trend
State	55%	44%	46%	46%	↓
All Students - District	50%	41%	43%	42%	↓
All Students - Site	54%	46%	48%	45%	↓
Grade 6	51%	49%	55%	47%	↓
Grade 7	57%	47%	47%	50%	↓
Grade 8	55%	42%	41%	38%	↓
Am Ind	27%	50%	n<5	n<5	↑
Asian	56%	53%	53%	50%	↓
Black	15%	12%	15%	12%	↓
Hispanic	28%	26%	27%	26%	↓
White	65%	53%	57%	55%	↓
Multiracial	47%	39%	35%	48%	→
EL	2%	0%	1%	4%	↑
ML Exited (2+Yrs)				26%	□
Non-Eng Not ML (6yrs)				45%	□
SPED	21%	16%	15%	16%	↓
F/R Meals	20%	14%	19%	18%	↓
Female	53%	43%	45%	41%	↓
Male	56%	49%	50%	49%	↓

Adapted August 23

Math (cont.)

FastBridge Math Growth by All

Priority Two: MATH		Measure: Growth (% Making F-S Natnl Growth by All Pct)			
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: 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 - Nation	50%	25%	50%	25%	50%	25%
All Students - District	56%	35%	51%	25%	46%	21%
All Students - Site	60%	37%	46%	16%	36%	10%
Grade 6	56%	33%	47%	16%	35%	10%
Grade 7	69%	43%	44%	12%	39%	11%
Grade 8	57%	35%	46%	19%	35%	10%
Am Ind	n<5	n<5	n<5	n<5	n<5	n<5
Asian	61%	41%	50%	17%	41%	14%
Black	57%	28%	39%	15%	32%	10%
Hispanic	55%	34%	44%	16%	39%	15%
White	61%	38%	46%	15%	36%	9%
Multiracial	56%	40%	51%	18%	46%	11%
EL/ML	41%	24%	32%	12%	40%	15%
ML Exited (2+Yrs)					41%	13%
Non-Eng Not ML (6yrs)					38%	7%
SPED	39%	24%	42%	19%	33%	16%
F/R Meals	57%	31%	37%	14%	35%	12%
Female	62%	38%	48%	16%	37%	10%
Male	59%	36%	44%	15%	36%	11%
Very Low Risk	45%	17%	42%	7%	35%	7%
Low Risk	73%	48%	51%	21%	41%	10%
Some Risk	78%	61%	59%	36%	38%	14%
High Risk	61%	42%	44%	21%	31%	17%

Adapted August 23

Math (cont.)

FastBridge Math Growth by Start Score

Priority Two: MATH		Measure: Growth (% Making F-S Natnl Growth by Start Score Pct)			
Column Header					
Typical Growth by Start Score	The percentage of students making growth from fall to spring at the 50th percentile 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 75th percentile 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 1-23	Below Baseline Hi 24-46	Baseline 47-53%	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 1-9	Below Baseline Hi 10-20	Baseline 21-29%	Target Lo 30-40%	Target Hi 41+

Note: 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 - Nation	50%	25%	50%	25%
All Students - District	50%	24%	45%	20%
All Students - Site	49%	19%	41%	15%
Grade 6	49%	18%	36%	11%
Grade 7	44%	13%	45%	16%
Grade 8	52%	25%	42%	17%
Am Ind	n<5	n<5	n<5	n<5
Asian	59%	29%	54%	22%
Black	33%	10%	30%	6%
Hispanic	43%	13%	38%	14%
White	50%	19%	42%	16%
Multiracial	53%	21%	43%	14%
EL/ML	37%	7%	38%	16%
ML Exited (2+Yrs)			41%	7%
Non-Eng Not ML (6yrs)			45%	13%
SPED	47%	16%	31%	14%
F/R Meals	35%	10%	33%	11%
Female	49%	17%	41%	12%
Male	48%	20%	41%	17%
Very Low Risk	57%	24%	48%	20%
Low Risk	40%	13%	40%	10%
Some Risk	52%	19%	28%	9%
High Risk	42%	13%	31%	13%

Adapted August 23