

Osseo 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 <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>	
Graduation	<p>All teachers will track differences in programming (AVID, ML, STEM, ML, SPED) gender rates & intersectionality of identities (black & hispanic males) by groups (SD 4)</p> <p>Classroom teachers review graduation data and course passing rates for any potential new gaps (SD 4, SD 5)</p> <p>Examine ways to increase AVID programming and number of participants into the program (SD 2)</p> <p>Referral process for students to get additional academic intervention support in a pre-referral for student services. (SD 4)</p> <p>Implement new schedule for Focus Hour/Intervention Time and analyze the student data (SD 2, SD 5)</p> <p>Working with the district data team on functional data tools (Unified Insights) for teachers and leadership to use on a regular basis (SD 2 & SD 4)</p>	<p>9th grade advisories + LINKCrew Leaders (SD 1)</p> <p>Core subjects (English, Math, Social Studies, and Science) use a Learning Focused Gradebook that identifies reporting standards. All assessments are linked to a reporting standard in the gradebook. (SD 4)</p> <p>Instructional Leadership Team of classroom teachers representing each department within the school and other licensed staff foster distributive, collaborative leadership. ILT focuses on school-wide improvements of instructional practice, culture, and systems. (SD 2, SD 4)</p> <p>Special education work-based learning program opportunities for credit towards graduation (SD 4)</p> <p>ML scores 3 or below or are new to the English language are enrolled in sheltered English, Social Studies, Math and Science, with additional support, in order to remove systematic barriers and enable them to graduate in 4 years. (SD 5)</p> <p>The advisory program will continue to focus on college and career readiness with</p>	<p>ML newcomers who are new to the English language are enrolled in English 9 and Earth Systems, with additional support, in order to remove systematic barriers and enable them to graduate in 4 years. (SD 5)</p> <p>Leadership team (counselors, administration & ILT) review graduation data for any potential new gaps (SD 4, SD 5)</p> <p>Teachers use testing data to plan and provide interventions. Training and support on data provided through PLT time. (SD 4)</p> <p>WICOR strategies provided weekly (AVID strategies) (SD 2)</p> <p>PD for every teacher around using literacy strategies within content areas (SD 5)</p> <p>Advisory curriculum and implementation of SEL Curriculum (SD 2)</p> <p>Osseo Unites program to build understanding, acceptance, and community (SD 5)</p>	
All Students				
Basic Goal				Trans. Goal
86.6				88.5
*See attached addendum for more detailed information				

Adapted August 23

		<p>addition of Social Emotional Learning (SEL) curriculum (SD 1).</p> <p>Staff will be provided with trainings how to use district provided data tools to multiple times a school year (SD 1, 2, 3, 4 & 5)</p>	<p>Administration identifies students short on credits early in 10th, 11th and 12th grade year to support and intervene early enough to create an individualized graduation plan.</p> <p>Tuesday tutoring program available to students as a self select intervention to support their current math course work. (SD 2)</p> <p>Staff will have access to district provided data tools to identify individual learning needs, classroom behavior and current levels of functioning to scaffold lessons (SD 1, 2, 3, 4 & 5)</p>										
<table border="1"> <tr> <th colspan="2" data-bbox="58 646 413 727">Reading</th> </tr> <tr> <th colspan="2" data-bbox="58 727 413 764">All Students</th> </tr> <tr> <th data-bbox="58 764 233 829">Basic Goal</th> <th data-bbox="233 764 413 829">Trans. Goal</th> </tr> <tr> <td data-bbox="58 829 233 867">64.1</td> <td data-bbox="233 829 413 867">69.1</td> </tr> <tr> <td colspan="2" data-bbox="58 867 413 1399">*See attached addendum for more detailed information</td> </tr> </table>	Reading		All Students		Basic Goal	Trans. Goal	64.1	69.1	*See attached addendum for more detailed information		<p>ELA and SpEd resource English teachers implement a Learning Focused Gradebook that aligns all assessments to reporting standards (SD 3)</p> <p>Teachers are introduced to the AVID Critical Reading Process. (SD 1)</p> <p>Examine ways to increase AVID programming and number of participants into the program. (SD 2)</p> <p>Staff are trained in using culturally relevant curriculum (SD 4, SD 5)</p> <p>Identify course-alike teachers using instructional strategies that teach literacy (reading, writing, speaking) in their content areas (SD 2)</p>	<p>WICOR strategies are used and observable in all classrooms. (SD 1)</p> <p>Instructional Leadership Team of classroom teachers and other license staff to foster distributive, collaborative leadership. The ILT is the primary mechanism for expanding the impact of the vision and goals for student outcomes. In addition, the ILT focuses on school-wide improvements of instructional practice, culture, and systems (SD 2, SD 4)</p> <p>Teachers use testing data to plan and provide instruction with scaffolds. Training and support on data provided through PLT time. (SD 4)</p> <p>Course-alike teachers implement common literacy strategies to provide students with a guaranteed and viable curriculum. (SD 2)</p>	<p>AVID Strategy of the Week sent to staff via email and collecting feedback to improve support to teachers(SD2)</p> <p>Professional Learning Team identifies school-wide areas of focus and strategies. (SD 4)</p> <p>Content area staff will use proficiency indicators to identify standard-by-standard areas of focus and strength. (SD 4)</p> <p>Literacy professional development is embedded into site-based staff development time (SD 2)</p> <p>Literacy training is part of new teacher training and onboarding (SD 5)</p>
Reading													
All Students													
Basic Goal	Trans. Goal												
64.1	69.1												
*See attached addendum for more detailed information													

Adapted August 23

	<p>Explore how to embed literacy professional development into site-based staff development time (SD 2)</p> <p>English Language Arts teachers use Fastbridge data to create personalized individual learning goals for students. (SD 5)</p> <p>Explore ways to get teachers to actively observe other teachers within the building to help improve classroom instruction and student engagement. (SD 1)</p> <p>Increase in ML collab courses/sheltered and enable them to graduate in 4 years (SD 5)</p> <p>Research ML writing/reading supports elective courses in addition to English courses. (SD 1 & SD 4)</p> <p>Increase training for collaborative teachers. Full-day or in house providing training on roles and responsibilities for all professionals involved in the collaborative teaching class (SD 1, SD 5)</p>	<p>Students have access to and are reading diverse texts, written by diverse authors, that expose them to various perspectives (SD 1)</p> <p>ELA and resource English teachers communicate with families to let them know what their students are reading in class. (SD 3)</p> <p>ML newcomers who are new to the English language are enrolled in English 9 and Science 9, with additional support, in order to remove systematic barriers and enable them to graduate in 4 years (SD 5)</p>	<p>Families have access to all ELA syllabi. Syllabi identifies ELA standards and texts being used in the course along with goals for student learning (SD 3)</p> <p>Tuesday tutoring program available to students as a self select intervention to support their current math course work. (SD 2)</p> <p>PLT work focused on adapting lessons to integrate & implement AVID, Ellevation & SPED strategies & analyzing the effectiveness, monitoring & adjusting (SD 5)</p>										
<table border="1"> <tr> <th colspan="2" style="text-align: center;">Math</th> </tr> <tr> <th colspan="2" style="text-align: center;">All Students</th> </tr> <tr> <th style="text-align: center;">Basic Goal</th> <th style="text-align: center;">Trans. Goal</th> </tr> <tr> <td style="text-align: center;">42.0</td> <td style="text-align: center;">47.0</td> </tr> <tr> <td colspan="2">*See attached addendum for more detailed information</td> </tr> </table>	Math		All Students		Basic Goal	Trans. Goal	42.0	47.0	*See attached addendum for more detailed information		<p>Explore ways to use Focus Hour to support struggling learners. Looking at test scores, Fastbridge etc to create individualized supports addressing students current needs. (SD 1 & SD 5)</p> <p>Department based training/collaboration in Ellevation, test score analysis (Fastbridge), AVID & Reading strategies (SD 5 & SD 4)</p>	<p>STTS Study Team Teaching Strategies: strategies with math lens to improve and engage all learners and learning styles (SD 1)</p> <p>Standards based grading gradebook--implementing in Learning Lab classes (SD 2)</p>	<p>Standards based gradebook implementation & received ongoing training (SD 2)</p> <p>Use of ML, AVID & Reading strategies throughout weekly instruction (SD 1, SD 3)</p> <p>AVID Coordinator will continue to communicate</p>
Math													
All Students													
Basic Goal	Trans. Goal												
42.0	47.0												
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Adapted August 23

	<p>Explore the options to utilize the Math intervention teacher position to support our most struggling math learners (SD 1, SD 2)</p> <p>Explore collaboration opportunities within the department across the district. Also allowing collaboration across district within course alike areas (example HP Geo) (SD 5)</p> <p>Increase training for collaborative teachers. Full-day or in house providing training on roles and responsibilities for all professionals involved in the collaborative teaching class (SD 1, SD 5)</p> <p>Explore how to create a small class involving scholars that have not yet passed Math 7 and Linear Algebra to be led by the Math Interventionist (SD 2, SD 4)</p> <p>Examine assessment procedures across the math department. Identifying ways other than standardized tests for scholars to demonstrate their knowledge. Rubric writing focused on Math tasks and Math language (SD 1, SD 2)</p> <p>Explore how to extend the learning opportunities for students that may be above the pace of the majority of class to meet the needs of all students. (SD 1 & SD 2)</p>	<p>Scholar using Team Roles. Scholars guided on how to work as a team. Engagement strategy. Exposing them to ways of collaboration (SD 1, SD 2, SD 3)</p> <p>Nonlinear math incorporates delta Math on-line. Website skills based practice with instant feedback (SD 2)</p> <p>PLTs Analyze proficiency indicators and identify standard-by-standard areas of focus and strength (SD 2)</p>	<p>trainings for content area teachers throughout the school year/summer. AVID Strategy of the Week sent to staff via email (SD 4)</p> <p>CPM Collaboration Mixed Problem Based Learning (Non Lin, Geo, Alg 2, HP Alg2, HP Geo) (SD 1, SD 4)</p> <p>Tuesday tutoring program available to students as a self select intervention to support their current math course work. (SD 2)</p> <p>Instructional Leadership Team of classroom teachers and other license staff to foster distributive, collaborative leadership. The ILT is the primary mechanism for expanding the impact of the vision and goals for student outcomes. In addition, the ILT focuses on school-wide improvements of instructional practice, culture, and systems (SD 2, SD 4)</p> <p>PLT work focused on adapting lessons to integrate & implement AVID, Ellevation & SPED strategies & analyzing the effectiveness, monitoring & adjusting (SD 5)</p> <p><i>Streamline Learning Lab/Credit Recovery and Summer FORGE process (SD 2)</i></p> <p>Mathematic (pre cal & Alg 3) collaborative problem based learning (SD 1, SD 5)</p>
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			Offer differentiated HP level courses. Scholars self-select their level in the course. (SD 2, SD 5)
Student Management	Seek input from teachers and non-licensed staff to support reducing 9th and 10th grade referrals. (SD 5)	The Administration and Leadership team will meet biweekly to review data and current behaviors. (SD 1 & SD 5)	9th and 10th grade class meeting presented by school administrator that is a review of school expectations occurring each trimester. Using the school administrator (SD 1 & SD 3)
Evidence of Need: 78% of office referrals come from 9th and 10th graders.	Explore implementation of proactive relationships with our frequent behaviors scholars. (SD 3)	February we will bring a non-student service behavior team (Admin, ATS, Hall Monitors, SMS, SEBC) in on district collaboration day to address current behaviors found through the behavior data. (SD 2 & SD 5)	Workshop week administration will review school-wide PBIS expectations, office referrals process, and classroom management to all staff allowing common language and common practice across the building. (SD 3)
Measured Behavior: Incidents Reported through Synergy (Unified Insights)	Examine interventions being implemented and their effectiveness or add additional interventions if needed. (SD 2)	OSH is operating under a new bell schedule. This schedule change increases opportunity for relationships with Link Crew, Advisory teachers and exposure to SEL curriculum. (SD 3 & SD 4)	School administration do grade level presentations the second week of school providing students the same language and expectations staff received in workshop week providing consistency. (SD 3 & SD 4)
Baseline Data by Target Group: In 2022-2023, 9th (56%) and 10th (22%) grade scholars comprised 78% (951/1218) of the total incident reports. We will have an 8% decrease in overall SY24 Incident reports coming from scholars in 9th and 10th grade to 70% of overall incidents recorded through Office Referrals in 2023-2024.	Exploring additional positive behavior award systems addressing students and staff. (SD 1) SMS boys group growing men of integrity. (SD 2) Create school wide time and opportunities to make positive proactive phone calls home. (SD 3) ATS curriculum: explore opportunities to be an effective intervention for repeated common behaviors. (Vaping, THC etc) (SD 1 & SD 5)	Link Crew changed curriculum focusing on more time with 9th graders and training opportunities for Link Members to establish deeper relationships with 9th graders. (SD 2)	School has 3 areas of Focus: 1 Hallways (clear expectations and language, color coded by floor passes & hall sweeps), Bathrooms (common language, expectation & hall monitors supervision and searches) and Cell Phones (cell phone zone visuals, expectations & support) Visual Posters have been placed allowing staff and students to review expectations as needed. SD 3 & SD 1)
Goal: We will have a 8% decrease in overall SY24 Incident reports coming	Working with the district data team on functional data tools (Unified Insights) for teachers and leadership to use on a regular basis. (SD 2 & SD 4)	On A Roll is a new PBIS initiative promoting students that are demonstrating one of the 5 pillars of excellence during the school day. This is aimed to address our marginalized and underperforming students that are displaying improvement. (SD 3)	

Adapted August 23

<p>from scholars in 9th and 10th grade to 70% of overall incidents recorded through Office Referrals in 2023-2024.</p>		<p>PBIS is working on adding additional visual expectations for common areas around the school (cafeteria, office, CRC, Media Center etc.) (SD 3 & SD 1)</p> <p>Counselors will conduct a welcome presentation during Orientation for parents of 9th graders and new students so they understand credits and partner with parents on behavior expectations. (SD 1)</p> <p>PBIS Team will complete Street Data book study. (SD 5)</p>	<p>Link Crew members are present in 9th grade advisory courses on a weekly basis. (SD 1 & SD 2)</p> <p>Wrap around with Hallway monitors, SMS and AP to have bi-weekly debrief and planning sessions as a group and provide Hallway monitor staff with 1:1 check-ins scheduled weekly (SD 2)</p> <p>Intervention time with 9th grade SMS, advisories + LINK Crew Leaders. Restorative chats, mediations etc. can all be held during this time. (SD 1)</p>
<p>Family Engagement</p> <p>Evidence of Need:</p> <p>In 2021-2022, 56% of families reported they knew how to access various communication tools at their scholar's school of the total completed stakeholder surveys.</p> <p>Goal: We will have a 15% increase resulting in 71% of our families understanding how to access various forms of communication with their scholars school in 2023-2024 (as the survey is run every two years).</p>	<p>Examine how to expand into local communities and partner with organizations (SD 3, SD 4)</p> <p>Bilingual assistants have a caseload with all their families to create culturally appropriate messaging an help with scheduling for conferences (SD 1, SD 4)</p> <p>Utilize PBIS monthly cultural celebrations & community events (raking leaves, community clean up, shoveling snow [sponsorship of community meals] as noted on TFI (SD 1, SD 3, SD 4, SD 5)</p> <p>Implementing a conference system easy for families to navigate to sign-up and collaborate with staff either in person or virtual (SD 3)</p>	<p>Our media setting up parents to use technology tools at open house and conference nights (parentvue/schoology/synergy) (SD 1, SD 2)</p> <p>Continue to examine how to expand into local communities and partner with organizations (SD 3, SD 4)</p>	<p>School staff/robo call email/phone call when student is absent. (SD 3)</p> <p>Progress grades are communicated mid-trimester and at the 9 week mark to partner with families to support scholar success. (SD2)</p> <p>Teachers know how to utilize TalkingPoints to connect with families in preferred language (SD 3 & SD 5)</p> <p>.5 FTE dedicated to Latinx Family engagement to building connections and communication to families and school. (SD 3 & SD 5)</p> <p>Learning Conferences are offered to meet and greet teachers and allow guardians to learn what each of their child's courses are about. (SD 2 & SD 3)</p>

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	<p>TalkingPoints Tuesday: sending a tip/trick out to teachers and teachers sending a TalkingPoints message to families (SD 3)</p>		<p>Family conferences offered in-person and virtual allowing guardians and students to collaborate with staff to update and check-in on students progress. (SD 2 & SD 1)</p> <p>Osseo Senior High Newsletter - The Oriole Chirp informs stakeholders of highlights from the past month and information of upcoming months. (SD 1 & SD 3)</p> <p>Family Portal (myosseo.org) - resource for families this site connects families and students to everything OSH. (SD 4)</p> <p>CRC offers monthly virtual college and career readiness sessions to engage different populations of scholars/families (SD3 & 5)</p> <p>CRC creates and communicates with families through a monthly newsletter. (SD3& 5)</p>
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Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:

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

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>				
Graduation All Students	Staff are trained in using culturally relevant curriculum/practices in service to student diversity in programming, gender, race, ethnicity, and intersectionality of identities as informed by data (SD 4, SD 5)	All teachers will track differences in programming (AVID, ML, STEM, ML, SPED) gender rates & intersectionality of identities (black & hispanic males) by groups (SD 4)	9th grade advisories + LINKCrew Leaders (SD 1)				
<table border="1"> <tr> <td data-bbox="58 337 233 402">Basic Goal</td> <td data-bbox="233 337 401 402">Trans. Goal</td> </tr> <tr> <td data-bbox="58 402 233 440"></td> <td data-bbox="233 402 401 440"></td> </tr> </table>	Basic Goal	Trans. Goal			Establish an increased variety of concurrent opportunities. Additional intentional planning of interdisciplinary content areas. (SD 1 & 2)	Classroom teachers review graduation data and course passing rates for any potential new gaps (SD 4, SD 5)	Core subjects (English, Math, Social Studies, and Science) use a Learning Focused Gradebook that identifies reporting standards. All assessments are linked to a reporting standard in the gradebook. (SD 4)
Basic Goal	Trans. Goal						
*See attached addendum for more detailed information	<p>Exploring ways to have 9th graders value the importance of credits in 9th grade to graduate on time. Looking into large and small group school community opportunities (SD 1 & 2)</p> <p>Referral process for students to get additional academic intervention support in a pre-referral for student services. (SD 4)</p>	<p>Implement ways to increase AVID programming and number of participants into the program. (SD 2)</p> <p>Referral process for students to get additional academic intervention support in a pre-referral for student services. (SD 4)</p> <p>Implement new schedule for Focus Hour/Intervention Time and analyze the student data (SD 2, SD 5)</p> <p>Working with the district data team on functional data tools (Unified Insights) for teachers and leadership to use on a regular basis. (SD 2 & SD 4)</p>	<p>Instructional Leadership Team of classroom teachers representing each department within the school and other licensed staff foster distributive, collaborative leadership. ILT focuses on school-wide improvements of instructional practice, culture, and systems. (SD 2, SD 4)</p> <p>Special education work-based learning program opportunities for credit towards graduation (SD 4)</p> <p>ML scores 3 or below or are new to the English language are enrolled in sheltered English, Social Studies, Math and Science, with additional support, in order to remove systematic barriers and enable them to graduate in 4 years. (SD 5)</p> <p>The advisory program will continue to focus on college and career readiness</p>				

Adapted August 23

			with addition of Social Emotional Learning (SEL) curriculum (SD 1). Staff will be provided with trainings how to use district provided data tools to multiple times a school year (SD 1, 2, 3, 4 & 5)
Reading	Explore other ways to support our 10th, 11th, and 12th grade students in literacy interventions, scaffold/supports. (SD 2 & SD 5)	ELA and SpEd resource English teachers implement a Learning Focused Gradebook that aligns all assessments to reporting standards (SD 3)	WICOR strategies are used and observable in all classrooms. (SD 1)
All Students			
Basic Goal	Trans. Goal		
*See attached addendum for more detailed information	Explore if we need additional reading intervention teachers or a restructure of classes. (SD 2 & SD 4) Explore ways to examine Advisory and SEL lessons- are the lessons using evidenced-based practices in Literacy instruction? v (SD 2 & SD 1) Explore PD sessions- are we modeling enough AVID strategies and Literacy evidence based practices- ex argument writing across different contents- what does it look like in music vs Spanish 1 vs geometry? (SD 4) Explore the latest research in Literacy practices in secondary education. (SD 5)	Teachers are introduced to the AVID Critical Reading Process. (SD 1) Examine ways to increase AVID programming and number of participants into the program. (SD 2) Staff are trained in using culturally relevant curriculum (SD 4, SD 5) Identify course-alike teachers using instructional strategies that teach literacy (reading, writing, speaking) in their content areas (SD 2) Embed literacy professional development into site-based staff development time (SD 2) English Language Arts teachers use Fastbridge data to create personalized individual learning goals for students. (SD 5)	Instructional Leadership Team of classroom teachers and other license staff to foster distributive, collaborative leadership. The ILT is the primary mechanism for expanding the impact of the vision and goals for student outcomes. In addition, the ILT focuses on school-wide improvements of instructional practice, culture, and systems (SD 2, SD 4) Teachers use testing data to plan and provide instruction with scaffolds. Training and support on data provided through PLT time. (SD 4) Course-alike teachers implement common literacy strategies to provide students with a guaranteed and viable curriculum. (SD 2) Students have access to and are reading diverse texts, written by diverse authors, that expose them to various perspectives (SD 1)

Adapted August 23

		<p>Provide ways to get teachers to actively observe other teachers within the building to help improve classroom instruction and student engagement. (SD 1)</p> <p>Increase in ML collab courses/sheltered and enable them to graduate in 4 years (SD 5)</p> <p>Research ML writing/reading supports elective courses in addition to English courses. (SD 1 & SD 4)</p> <p>Increase training for collaborative teachers. Full-day or in house providing training on roles and responsibilities for all professionals involved in the collaborative teaching class (SD 1, SD 5)</p>	<p>ELA and resource English teachers communicate with families to let them know what their students are reading in class. (SD 3)</p> <p>ML newcomers who are new to the English language are enrolled in English 9 and Science 9, with additional support, in order to remove systematic barriers and enable them to graduate in 4 years (SD 5)</p>
Math	Full FTE Math Intervention Teacher with department supported time to study areas of need, develop, implement & analyze instruction. monitor & adjust (SD 4)	Implement ways to use Focus Hour to support struggling learners. Looking at test scores, Fastbridge etc to create individualized supports addressing students current needs. (SD 1 & SD 5)	STTS Study Team Teaching Strategies: strategies with math lens to improve and engage all learners and learning styles (SD 1)
All Students			
Basic Goal	Trans. Goal		
	Explore collaboration opportunities within the department across the district. Also allowing collaboration across district within course alike areas (example HP Geo) (SD 5)	Department based training/collaboration in Ellevation, test score analysis (Fastbridge), AVID & Reading strategies (SD 5 & SD 4)	Standards based grading gradebook--implementing in Learning Lab classes (SD 2)
*See attached addendum for more detailed information		Implement options to utilize the Math intervention teacher position to support	Scholar using Team Roles. Scholars guided on how to work as a team. Engagement strategy. Exposing them to ways of collaboration (SD 1, SD 2, SD 3)
	Increase training for collaborative teachers. Full-day or in house providing training on roles and responsibilities for all professionals		

Adapted August 23

	<p>involved in the collaborative teaching class (SD 1, SD 5)</p> <p>Explore how to create a small class involving scholars that have not yet passed Math 7 and Linear Algebra to be led by the Math Interventionist (SD 2, SD 4)</p> <p>Explore how to extend the learning opportunities for students that may be above the pace of the majority of class to meet the needs of all students. (SD 1 & SD 2)</p>	<p>our most struggling math learners (SD 1, SD 2)</p> <p>Provide collaboration opportunities within the department across the district. Also allowing collaboration across district within course alike areas (example HP Geo) (SD 5)</p> <p>Increased training for collaborative teachers. Full-day or in house providing training on roles and responsibilities for all professionals involved in the collaborative teaching class (SD 1, SD 5)</p> <p>Create a small class involving scholars that have not yet passed Math 7 and Linear Algebra to be led by the Math Interventionist (SD 2, SD 4)</p> <p>Implement additional assessment procedures across the math department. Identifying ways other than standardized tests for scholars to demonstrate their knowledge. Rubric writing focused on Math tasks and Math language (SD 1, SD 2)</p> <p>Extend the learning opportunities for students that may be above the pace of the majority of class to meet the needs of all students. (SD 1 & SD 2)</p>	<p>Nonlinear math incorporates delta Math on-line. Website skills based practice with instant feedback (SD 2)</p> <p>PLTs Analyze proficiency indicators and identify standard-by-standard areas of focus and strength (SD 2)</p>
<p>Student Management</p>	<p>SMS top 5-10 students weekly check-ins by alpha. (SD 2 & SD 1)</p>	<p>Seek input from teachers and non-licensed staff to support reducing 9th and 10th grade referrals. (SD 5)</p>	<p>The Administration and Leadership team will meet biweekly to review data and current behaviors. (SD 1 & SD 5)</p> <p>February we will bring a non-student service behavior team (Admin, ATS, Hall</p>
Evidence of Need:			
Measured Behavior:			

Adapted August 23

<p>Baseline Data by Target Group:</p>		<p>Implement strategies of building proactive relationships with our frequent behaviors scholars. (SD 3)</p>	<p>Monitors, SMS, SEBC) in on district collaboration day to address current behaviors found through the behavior data. (SD 2 & SD 5)</p>
<p>Goal:</p>		<p>Continue to monitor interventions being implemented and their effectiveness or add additional interventions if needed. (SD 2)</p> <p>Add additional positive behavior award systems addressing students and staff. (SD 1)</p> <p>SMS boys group growing men of integrity. (SD 2)</p> <p>Create school wide time and opportunities to make positive proactive phone calls home. (SD 3)</p> <p>ATS curriculum: explore opportunities to be an effective intervention for repeated common behaviors. (Vaping, THC etc) (SD 1 & SD 5)</p> <p>Working with the district data team on functional data tools (Unified Insights) for teachers and leadership to use on a regular basis. (SD 2 & SD 4)</p>	<p>OSH is operating under a new bell schedule. This schedule change increases opportunity for relationships with Link Crew, Advisory teachers and exposure to SEL curriculum. (SD 3 & SD 4)</p> <p>Link Crew changed curriculum focusing on more time with 9th graders and training opportunities for Link Members to establish deeper relationships with 9th graders. (SD 2)</p> <p>On A Roll is a new PBIS initiative promoting students that are demonstrating one of the 5 pillars of excellence during the school day. This is aimed to address our marginalized and underperforming students that are displaying improvement. (SD 3)</p> <p>PBIS is working on adding additional visual expectations for common areas around the school (cafeteria, office, CRC, Media Center etc.) (SD 3 & SD 1)</p> <p>Counselors will conduct a welcome presentation during Orientation for parents of 9th graders and new students so they understand credits and partner with parents on behavior expectations. (SD 1)</p>

Adapted August 23

			PBIS Team will complete Street Data book study. (SD 5)
Family Engagement	<p>Increase social media presence (SD 3 & SD 1)</p> <ul style="list-style-type: none"> - TikTok (Sia/McD) - X (Twitter) Osseo Activities, Principal Vernig, Osseo Orioles - Facebook (Joanne) <p>Other options for “learning Conferences”</p> <ul style="list-style-type: none"> - more of an open house day before school year begins (SD1 & SD 5) 	<p>Expand into local communities and partner with organizations (SD 3, SD 4)</p> <p>Bilingual assistants have a caseload with all their families to create culturally appropriate messaging an help with scheduling for conferences (SD 1, SD 4)</p> <p>Utilize PBIS monthly cultural celebrations & community events (raking leaves, community clean up, shoveling snow [sponsorship of community meals] as noted on TFI (SD 1, SD 3, SD 4, SD 5)</p> <p>Implementing a conference system easy for families to navigate to sign-up and collaborate with staff either in person or virtual (SD 3)</p> <p>TalkingPoints Tuesday: sending a tip/trick out to teachers and teachers sending a TalkingPoints message to families (SD 3)</p>	<p>Our media setting up parents to use technology tools at open house and conference nights (parentvue/schoology/synergy) (SD 1, SD 2)</p> <p>Continue to examine how to expand into local communities and partner with organizations (SD 3, SD 4)</p>
Evidence of Need:			
Goal:			

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 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)**

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>
Graduation		Examine the new data regarding which courses students continue to fail and develop strategies for supporting students	<p>Staff are trained in using culturally relevant curriculum/practices in service to student diversity in programming, gender, race, ethnicity, and intersectionality of identities as informed by data (SD 4, SD 5)</p> <p>Establish an increased variety of concurrent opportunities. Additional intentional planning of interdisciplinary content areas. (SD 1 & 2)</p> <p>Implementation of ways to have 9th graders value the importance of credits in 9th grade to graduate on time. Offering large and small group school community opportunities (SD 1 & 2)</p>	<p>All teachers will track differences in programming (AVID, ML, STEM, ML, SPED) gender rates & intersectionality of identities (black & hispanic males) by groups (SD 4)</p> <p>Classroom teachers review graduation data and course passing rates for any potential new gaps (SD 4, SD 5)</p> <p>Examine ways to increase AVID programming and number of participants into the program. (SD 2)</p> <p>Referral process for students to get additional academic intervention</p>
All Students				
Basic Goal	Trans. Goal			

Adapted August 23

<p>*See attached addendum for more detailed information</p>		<p>Referral process for students to get additional academic intervention support in a pre-referral for student services. (SD 4)</p>	<p>support in a pre-referral for student services. (SD 4)</p> <p>Implement new schedule for Focus Hour/Intervention Time and analyze the student data (SD 2, SD 5)</p> <p>Working with the district data team on functional data tools (Unified Insights) for teachers and leadership to use on a regular basis. (SD 2 & SD 4)</p>										
<table border="1"> <tr> <td colspan="2" data-bbox="88 1104 436 1185" style="text-align: center;">Reading</td> </tr> <tr> <td colspan="2" data-bbox="88 1185 436 1226" style="text-align: center;">All Students</td> </tr> <tr> <td data-bbox="88 1226 268 1291" style="text-align: center;">Basic Goal</td> <td data-bbox="268 1226 436 1291" style="text-align: center;">Trans. Goal</td> </tr> <tr> <td data-bbox="88 1291 268 1323"></td> <td data-bbox="268 1291 436 1323"></td> </tr> <tr> <td colspan="2" data-bbox="88 1323 436 1396"> <p>*See attached addendum for more detailed information</p> </td> </tr> </table>	Reading		All Students		Basic Goal	Trans. Goal			<p>*See attached addendum for more detailed information</p>		<p>Explore ways to examine Advisory and SEL lessons- are the lessons using evidenced based practices in Literacy instruction? (SD 1)</p> <p>Explore PD sessions- are we modeling enough AVID strategies and Literacy evidence based practices- ex argument writing across</p>	<p>Implement other ways to support our 10th, 11th, and 12th grade students in literacy interventions, scaffold/supports. (SD 2 & SD 5)</p> <p>Add an additional reading intervention teacher or restructure the classes. (SD 2 & SD 4)</p>	<p>ELA and SpEd resource English teachers implement a Learning Focused Gradebook that aligns all assessments to reporting standards (SD 3)</p> <p>Teachers are introduced to the AVID Critical Reading Process. (SD 1)</p>
Reading													
All Students													
Basic Goal	Trans. Goal												
<p>*See attached addendum for more detailed information</p>													

	<p>different contents- what does it look like in music vs Spanish 1 vs geometry? (SD 2 & 3)</p> <p>Explore the latest research in Literacy practices in secondary education. (SD 4 & 5)</p>	<p>Implement additional Advisory and SEL lessons- are the lessons using evidenced-based practices in Literacy instruction? v (SD 2 & SD 1)</p> <p>Implementation of PD sessions- are we modeling enough AVID strategies and Literacy evidence based practices- ex argument writing across different contents- what does it look like in music vs Spanish 1 vs geometry? (SD 4)</p> <p>Implement the latest research in Literacy practices in secondary education. (SD 5)</p>	<p>Continue to increase AVID programming and number of participants into the program. (SD 2)</p> <p>Staff are trained in using culturally relevant curriculum (SD 4, SD 5)</p> <p>Identify course-alike teachers using instructional strategies that teach literacy (reading, writing, speaking) in their content areas (SD 2)</p> <p>Embed literacy professional development into site-based staff development time (SD 2)</p> <p>English Language Arts teachers use Fastbridge data to create personalized individual learning goals for students. (SD 5)</p> <p>Continue to allow teachers to actively observe other teachers within the building to help improve classroom instruction and student engagement. (SD 1)</p> <p>Increase in ML collab courses/sheltered and enable them to graduate in 4 years (SD 5)</p> <p>Implementation of ML writing/reading supports elective courses in addition to English courses. (SD 1 & SD 4)</p> <p>Increased training for collaborative teachers. Full-day or in house providing</p>
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			training on roles and responsibilities for all professionals involved in the collaborative teaching class (SD 1, SD 5)
Math	Examine assessment procedures across the math department. Identifying ways other than standardized tests for scholars to demonstrate their knowledge. Rubric writing focused on Math tasks and Math language (SD 1, SD 2)	Full FTE Math Intervention Teacher with department supported time to study areas of need, develop, implement & analyze instruction. monitor & adjust (SD 4)	Focus Hour to support struggling learners. Looking at test scores, Fastbridge etc to create individualized supports addressing students current needs. (SD 1 & SD 5)
All Students			
Basic Goal	Explore collaboration opportunities within the department across the district. Also allowing collaboration across district within course alike areas (example HP Geo) (SD 5)	Explore collaboration opportunities within the department across the district. Also allowing collaboration across district within course alike areas (example HP Geo) (SD 5)	Department based training/collaboration in Ellevation, test score analysis (Fastbridge), AVID & Reading strategies (SD 5 & SD 4)
Trans. Goal			
*See attached addendum for more detailed information		Increase training for collaborative teachers. Full-day or in house providing training on roles and responsibilities for all professionals involved in the collaborative teaching class (SD 1, SD 5)	Utilize the math intervention teacher position to support our most struggling math learners (SD 1, SD 2)
		Explore how to create a small class involving scholars that have not yet passed Math 7 and Linear Algebra to be led by the Math Interventionist (SD 2, SD 4)	Continue collaboration opportunities within the department across the district. Also allowing collaboration across district within course alike areas (example HP Geo) (SD 5)
		Explore how to extend the learning opportunities for students that may be above the pace of the majority of class to meet the needs of all students. (SD 1 & SD 2)	Continue training for collaborative teachers. Full-day or in house providing training on roles and responsibilities for all professionals involved in the collaborative teaching class (SD 1, SD 5)
			The creation of a small class involving scholars that have not yet passed Math 7 and Linear Algebra to be led by the Math Interventionist (SD 2, SD 4)

			<p>Continue to examine assessment procedures across the math department. Identifying ways other than standardized tests for scholars to demonstrate their knowledge. Rubric writing focused on Math tasks and Math language (SD 1, SD 2)</p> <p>Continue to extend the learning opportunities for students that may be above the pace of the majority of class to meet the needs of all students. (SD 1 & SD 2)</p>
<p>Student Management</p> <p>Evidence of Need:</p> <p>Measured Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p>	<p>Increase collaboration between middle schools and high school to ensure a smooth transition to high school</p>	<p>SMS top 5-10 students weekly check-ins by alpha. (SD 2 & SD 1)</p>	<p>SMS boys group growing men of integrity. (SD 2)</p> <p>Seek input from teachers and non-licensed staff to support reducing 9th and 10th grade referrals. (SD 5)</p> <p>Continued implementation of proactive relationships with our frequent behaviors scholars. (SD 3)</p> <p>Continue to build on interventions being implemented and their effectiveness or add additional interventions if needed. (SD 2)</p>

			<p>Extend additional positive behavior award systems addressing students and staff. (SD 1)</p> <p>Continue to offer school wide time and opportunities to make positive proactive phone calls home. (SD 3)</p> <p>ATS curriculum: build on opportunities to be an effective intervention for repeated common behaviors. (Vaping, THC etc) (SD 1 & SD 5)</p> <p>Continue working with the district data team on functional data tools (Unified Insights) for teachers and leadership to use on a regular basis. (SD 2 & SD 4)</p>
Family Engagement	Examine professional mentorship possibilities for families and students (SD 1, SD 4)	<p>Increase social media presence (SD 3 & SD 1)</p> <ul style="list-style-type: none"> - TikTok (Sia/McD) - X (Twitter) Osseo Activities, Principal Vernig, Osseo Orioles - Facebook (Joanne) <p>Other options for “learning Conferences”</p> <ul style="list-style-type: none"> - more of an open house day before school year begins (SD1 & SD 5) 	<p>Continue to expand into local communities and partner with organizations (SD 3, SD 4)</p> <p>Bilingual assistants have a caseload with all their families to create culturally appropriate messaging an help with scheduling for conferences (SD 1, SD 4)</p> <p>Utilize PBIS monthly cultural celebrations & community events (raking leaves, community clean up, shoveling snow [sponsorship of community meals] as noted on TFI (SD 1, SD 3, SD 4, SD 5)</p> <p>Using a conference system easy for families to navigate to sign-up and collaborate with staff either in person or virtual (SD 3)</p>
Evidence of Need:			
Goal:			

			TalkingPoints Tuesday: sending a tip/trick out to teachers and teachers sending a TalkingPoints message to families (SD 3)
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Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:

1. Create safe, welcoming, and inclusive learning 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)**
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5. 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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OSH

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	83.5	85.5	87.6	84.7	86.6	88.5	
Am Indian		54.0	59.8	65.5				
Asian	94.3	83.8	85.8	87.8	93.2	94.1	94.9	
Black	80.5	80.1	82.6	85.1	79.9	82.4	84.9	
Hispanic	77.3	74.5	77.7	80.9	70.4	74.1	77.8	
White	91.8	91.0	92.1	93.2	93.0	93.9	94.8	
Multiracial	92.6	69.2	73.1	76.9	82.9	85.0	87.2	
EL/ML	76.7	70.0	73.8	77.5	60.0	65.0	70.0	
ML Exited (2+Yrs)								
Non-Eng Not ML (5yrs)					91.4	92.5	93.6	
Spec Ed	65.1	56.5	61.9	67.3	50.0	56.3	62.5	
F/R Lunch	81.2	76.8	79.7	82.6	78.8	81.4	84.1	
Homeless	54.5	41.4	48.7	56.0	57.1	62.5	67.9	
Female	92.3	87.6	89.1	90.7	86.3	88.0	89.7	
Male	82.2	79.4	82.0	84.6	83.0	85.1	87.2	

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		<i>Measure: MCA Proficiency (Index Rates)</i>						
Column Header								
Index Rate	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested Please note: non-proficient students are assigned zero points							
Results	Index rate for 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	75.7	71.5	59.0	68.5	73.5	68.3	64.1	69.1
Am Indian			65.0	59.8	64.8	78.6	74.1	79.1
Asian	83.6		54.0	66.7	71.7	66.7	71.9	76.9
Black	66.5		42.6	40.2	45.2	50.0	53.0	58.0
Hispanic	56.6		59.2	70.3	75.3	68.4	55.0	60.0
White	83.8		72.8	84.5	89.5	78.3	76.5	81.5
Multiracial	75.0		54.7	68.1	73.1	72.2	67.6	72.6
ML/EL	20.0		13.0	23.4	28.4	13.6	19.5	24.5
ML Exited (2+ Yrs)*				18.1	23.1	46.2	56.5	61.5
Non Eng Not ML (6yrs)*				77.0	82.0	75.0	77.8	82.8
Spec Ed	25.9		9.2	32.0	37.0	30.6	32.1	37.1
Free/Red. Price Meals	66.6		41.0	52.7	57.7	57.1	54.9	59.9
Female	78.2		60.6	72.2	77.2	74.8	71.7	76.7
Male	73.0		57.7	65.4	70.4	62.9	57.0	62.0

MCA Reading Proficiency

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

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

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

Group	MCA (% Proficient)				Trend
	Results Spring 2019	Results Spring 2021	Results Spring 2022	Results Spring 2023	
All Students - State	60%	53%	52%	50%	↓
All Students - District	56%	51%	50%	49%	↓
All Students - Site	60%	59%	51%	52%	↓
Am Ind	40%	n<5	33%	n<5	□
Asian	68%	52%	55%	47%	↓
Black	46%	46%	32%	37%	↓
Hispanic	44%	39%	48%	47%	↑
White	73%	72%	67%	70%	↓
Multiracial	68%	58%	58%	55%	↓
EL	3%	11%	0%	5%	↑
ML Exited (2+Yrs)				21%	□
Non-Eng Not ML				60%	□
SPED	17%	29%	15%	16%	↓
F/R Meals	49%	44%	35%	40%	↓
Female	63%	62%	54%	58%	↓
Male	57%	56%	49%	47%	↓

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's				
	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's				
	Target	The range between one percentile point above baseline and one point below the 99th pctl				
Color Coding	Below Baseline Lo 1-9	Below Baseline HI 10-19	Baseline 20-31%	Target Lo 32-40%	Target Hi 41+	

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

Group	FastBridge Results Spring 2021		FastBridge Results Spring 2022		FastBridge Results Spring 2023	
	Typical Growth (50th pctl)	Aggressive Growth (75th pctl)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - National			50%	25%	50%	25%
All Students - District			45%	21%	46%	19%
All Students - Site			55%	27%	51%	25%
Am Ind			n<5	n<5	n<5	n<5
Asian			68%	34%	57%	29%
Black			51%	26%	51%	25%
Hispanic			53%	29%	52%	30%
White			51%	25%	48%	21%
Multiracial			64%	24%	48%	13%
ML/EL			50%	19%	62%	38%
ML Exited (2+Yrs)					50%	32%
Non-Eng Not ML (6yrs)					51%	26%
SPED			50%	31%	46%	26%
F/R Meals			54%	27%	54%	28%
Female			51%	23%	55%	26%
Male			58%	31%	48%	23%
Very Low Risk			44%	15%	37%	15%
Low Risk			66%	34%	49%	14%
Some Risk			68%	51%	68%	37%
High Risk			62%	23%	59%	39%

Reading (cont.)

FastBridge Reading Growth by Start Score

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			
	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			
	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			46%	24%	41%	19%
Am Ind			n<5	n<5	n<5	n<5
Asian			42%	13%	45%	22%
Black			40%	23%	41%	21%
Hispanic			42%	16%	32%	21%
White			54%	27%	43%	15%
Multiracial			52%	38%	48%	8%
ML/EL			39%	21%	40%	28%
ML Exited (2+Yrs)					46%	19%
Non-Eng Not ML (6yrs)					43%	15%
SPED			45%	24%	34%	9%
F/R Meals			40%	20%	40%	21%
Female			45%	20%	41%	16%
Male			47%	27%	42%	22%
Very Low Risk			44%	15%	48%	15%
Low Risk			50%	30%	42%	23%
Some Risk			40%	22%	51%	23%
High Risk			52%	30%	35%	19%

Math:

MCA Math Index Rates

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

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

Group	Results Spring 2019	Results Spring 2021	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal
Grade 11	53.3	46.8	41.8	54.3	59.3	50.4	42.0	47.0
Am Indian			26.9			42.9	39.4	44.4
Asian	60.6	50.0	47.5			51.4	37.5	42.5
Black	37.1	20.7	27.8			30.6	21.7	26.7
Hispanic	40.4	40.5	36.3			44.4	26.2	31.2
White	60.1	59.8	54.6			61.4	55.1	60.1
Multiracial	50.0	53.8	38.2			50.0	39.1	44.1
ML/EL			9.2				-4.4	0.6
ML Exited (2+ Yrs)*						14.3	15.6	20.6
Non Eng Not ML (6yrs)*						50.0	39.1	44.1
Spec Ed	18.4	15.0	26.5			23.5	15.0	20.0
Free/Red. Price Meals	44.2	32.7	29.2			33.5	26.7	31.7
Female	56.2	46.7	41.8			47.7	45.1	50.1
Male	50.6	47.0	41.8			52.7	39.4	44.4

Math (cont.)

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	36%	26%	25%	30%	↓
Am Ind	25%	n<5	n<5	n<5	□
Asian	43%	25%	26%	37%	↓
Black	16%	10%	10%	11%	↓
Hispanic	30%	17%	20%	15%	↓
White	48%	40%	40%	45%	↓
Multiracial	36%	28%	24%	36%	→
EL	0%	0%	0%	3%	↑
ML Exited (2+Yrs)				10%	□
Non-Eng Not ML (6yrs)				34%	□
SPED	5%	0%	3%	6%	↑
F/R Meals	23%	20%	11%	17%	↓
Female	38%	26%	26%	27%	↓
Male	33%	26%	24%	32%	↓

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			46%	24%	41%	19%
Am Ind			n<5	n<5	n<5	n<5
Asian			42%	13%	45%	22%
Black			40%	23%	41%	21%
Hispanic			42%	16%	32%	21%
White			54%	27%	43%	15%
Multiracial			52%	38%	48%	8%
ML/EL			39%	21%	40%	28%
ML Exited (2+Yrs)					46%	19%
Non-Eng Not ML (6yrs)					43%	15%
SPED			45%	24%	34%	9%
F/R Meals			40%	20%	40%	21%
Female			45%	20%	41%	16%
Male			47%	27%	42%	22%
Very Low Risk			44%	15%	48%	15%
Low Risk			50%	30%	42%	23%
Some Risk			40%	22%	51%	23%
High Risk			52%	30%	35%	19%