

Brooklyn 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 | | LITERACY INSTRUCTION (SD2, SD4, SD5) <u>Building-Wide</u> | LITERACY INSTRUCTION (SD2, SD4, SD5) <u>Building-Wide</u> | LITERACY INSTRUCTION (SD2, SD4, SD5) <u>Building-Wide</u> |
| All Students | | Integrated Teacher Clarity, STEAM & AVID Professional Development | Integrated Teacher Clarity, STEAM & AVID Professional Development | BMSReads: Building-wide choice reading twice a week. |
| Basic Goal | Trans. Goal | | | |
| 51.5 | 56.5 | <ul style="list-style-type: none"> Instructional Leaders attended Visible Learning Conference Focus on high impact literacy approaches- Surface learning, Deep Learning, Transfer learning Prepping for Flexible Learning standards for Staff and students Refocus professional development to align with Teacher Clarity work, and focus on high impact math approaches- Surface learning, Deep Learning, Transfer learning <ul style="list-style-type: none"> Train teachers in Visible Learning the engagement continuum and identify ways in which it can be used with students Aligning WICOR strategies with Instruction- Organization: Focused note taking and other strategies for notebook setup Reading to Learn: Use the essential chapter question and guiding questions to support student comprehension | <ul style="list-style-type: none"> Professional Development to all staff on Teacher Clarity Clarity PD at Monthly Staff Meetings and Building Professional Development Days Collaborative time focused on Teacher Clarity process supported by literacy coaches Align AVID professional development with Teacher Clarity work and focus on summarization as a transferable skill (W, C, R in WICOR). <ul style="list-style-type: none"> Start with Summarizing, Learning Intentions/Success Criteria Annotating/summarizing when reading (also R in WICOR) Apply summary skills to Focused Note Taking Framing lesson design for Teacher and Student Clarity. <ul style="list-style-type: none"> Three learning questions: | |

Adapted August 23

*See attached addendum for more detailed information

- Staff teach explicit use of student planners and binders each trimester (O in WICOR)
- PD for staff for implementation of student planners.
- Staff teach explicit use of student planners and binders each trimester (implementation surveys at mid-tri)
- Training staff on STEAM Value-Added Standards

ML Essential Practices

- Develop an actionable and sustainable plan for improving ML student engagement in collaborative academic discussion and writing by teaching students to restate questions for responding (W & C in WICOR)
- Explore ELlevation instructional resources including [AVID/ELlevation Matrix](#) or curriculum embedded ML supports

Read/Write Lab Classes

- Pilot **Language Live** curriculum.(2023-24)in Read/Write labs and Special Ed resource classes.
- Monitor student phonemic awareness and determine how to intervene, if necessary, with ***Equipped for Reading Success*** one-minute exercises

Resource English Interventions

- Collaboration between Special Ed Resource English teachers and licensed English teachers to learn and develop best practices in their classroom using Amplify curriculum(2023-24)
- Resource English teachers are aligned with general education classes and following the state Standards taught in Gen Ed Classes beginning implementation of Amplify(2023-24)
 - Address individual student needs by aligning IEP goals and objectives and instruction with State English Language Arts Standards

- What do we want students to know?
- Why do they need to know it?
- How will we know when they have learned it?
- Learning Intentions
- Success Criteria
- WICOR/STEAM Value Added Standards when appropriate
- Lesson conclusion by circling back to Learning Intentions and Success Criteria

Read+ Classes

Continue with Fastbridge curriculum and interventions.

Read/Write Lab Classes

- Literacy Coaches completed LETRS Training
- Use knowledge and resources from LETRS to refine and develop more effective reading instruction

Resource English Interventions

- Special Ed SDAS and Resource teacher implementation of Wilson reading curriculum and strategies.

Resource English Interventions

- Continued PD training in literacy strategies
- Continued Mentorship program for probationary Special Ed teachers

Adapted August 23

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| | <ul style="list-style-type: none"> • Special Ed Literacy SDAS will provide training in gap analysis tools to diagnose skill deficits needing intervention. • Special Ed Literacy SDAS will participate in the Special Ed Reading PLT to discuss and assist with the implementation of curriculum resources and to utilize the gap analysis tools to differentiate instruction to address reading skill deficits • Provide one-on-one multisensory phonological awareness instruction for students not progressing in <i>Equipped for Reading Success</i> one-minute partner exercises working with Reading Literacy coach. <p><u>EL Classes</u></p> <ul style="list-style-type: none"> • Assess EL 1 & 2 students phonological awareness using PAST assessment • In EL 1 & 2 classes, implement <i>Equipped for Reading Success</i> one-minute exercises. • EL teachers and Spec. Ed. representatives will collaborate to identify how/when to provide EL services in a spec. ed. setting. • EL teachers and Special Ed team members will review and begin to implement the use of ELlevation strategies. • Implement training plan for EL and Special Ed team members to use ELlevation strategies. <ul style="list-style-type: none"> ○ EL teachers and Special Ed team members will review and begin to implement the use of ELlevation strategies. | <p><u>EL Classes</u></p> <ul style="list-style-type: none"> • EL Teacher will implement Fostering Interaction Strategies from ELlevation in pullout EL classes. • Level 1 and 2 teachers will become proficient in the IRLA reading assessment framework. • EL Teacher will implement Fostering Interaction Strategies from ELlevation in the collaborative classrooms at least once a week. • Use KU Paraphrasing & Summarizing Strategy in EL classes • EL teachers will survey ML learners about how much students are speaking in class | |
| Math | LITERACY INSTRUCTION (SD1, SD2, SD3, SD4, SD5) | LITERACY INSTRUCTION (SD1, SD2, SD4, SD5) | |

Adapted August 23

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| | | <ul style="list-style-type: none"> ○ Use of CPM math CAP (regular progress monitoring) ○ CBMmath Automaticity (math facts, 3 times a year) <p>MATH INTERVENTIONS: (SD1, SD2, SD5) Use of CPM resource in EL/Collab:</p> <ul style="list-style-type: none"> ● Collaborative EL courses: EL teachers co-teach with regular-ed Math teachers <p>BALANCED ASSESSMENT (SD2, SD3, SD4)</p> <ul style="list-style-type: none"> ● Teacher Schoology gradebooks align all assignments/assessments with a reporting standard, using the Learning Focused Gradebook ● Common assessments by course ● Develop and align assignments/assessments with reporting standards ● Using study teams strategy for effective learning ● Developing norms for student interaction in study teams | <ul style="list-style-type: none"> ○ data analysis ● Math Achievers intervention based on MCAs/Fastbridge data <p>MATH INTERVENTIONS: Use of CPM curriculum resource in SPED/Collab:</p> <ul style="list-style-type: none"> ● Collaboration between Special Ed Resource math teachers and licensed math teachers to learn and develop best practices in their classroom using CPM curriculum and practices. ● SPED Resource Math teachers will continue to work with Special Ed SDAS in gap analysis tools to diagnose skill deficits needing intervention ● SPED Resource math teachers will use gap analysis tools to differentiate instruction to develop math skill deficits ● Continue to use HMH Ed Math180 in Math Achievers ● Use of research-based intervention resources ● Provide Math+ (ADSIS) intervention classes for identified students ● Math+ (ADSIS) teachers use progress monitoring (Fastbridge) to ensure student growth in Math+ (ADSIS) ● Math+ (ADSIS) intervention based on MCAs/Fastbridge data |
| <p><i>Student Management</i></p> <p>Evidence of Need: Students' sense of belonging as measured by the Student Survey Trend Report had 7 areas of need in 2022 (6 of them moved off the area of need list), this year there are 4 areas of need.</p> <p>Measured Behavior:</p> | <p>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3) Culturally Responsive Practices (SD1, SD2, SD4, SD5)</p> <ul style="list-style-type: none"> ● Catalyst strategies informal training to new staff <p>PBIS: The Bulldog Way (SD1)</p> <ul style="list-style-type: none"> ● Notifications on Hold, Learning in Progress cell phone campaign ● Highlight celebrations and share out to staff ● Scott Taylor SPARK Training ● Street Data book talk - Instructional Leaders | <p>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3) Culturally Responsive Practices (SD1, SD2, SD4, SD5)</p> <ul style="list-style-type: none"> ● Human Services Team <ul style="list-style-type: none"> ○ Student Intervention Team (SIT) with new members ○ Link for Equity booster training for all staff 2X/year ○ Link2 Motivational training for a small group of staff (4x year) ○ Instructional Leaders attending district Equity meetings. | <p>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3) Culturally Responsive Practices (SD1, SD2, SD4, SD5)</p> <ul style="list-style-type: none"> ● Review and present Staff vs Office Managed Behavior Chart ● Teachers create and submit their classroom behavior management plan ● Teachers post their classroom Behavior Management Plan ● Human Services Team <ul style="list-style-type: none"> ○ Behavior Data Review |

Adapted August 23

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| <p>Students sense of belonging as measured by the Trend Report</p> <p>Baseline Data by Target Group: Belonging overall has a positive percentage of 44-47%.</p> <p>Goal: Overall 44-47%→49-52%</p> <p>Four Areas of need from previous year: 8th Grade 41-49% → 46-54% Hispanic 45-51% → 50-56% White 44-51% → 49-56% Biracial 37-50% → 42-55%</p> | <p>Restorative Practices (SD1)</p> <ul style="list-style-type: none"> Have SDAS train new staff on how to do restorative chats/circles Restorative Practices district committee | <ul style="list-style-type: none"> Human Services Team Intervention Documents <p>Character Strong (SD1)</p> <ul style="list-style-type: none"> Professional Development training for advisory SEL curriculum Implementation of the SEL curriculum in Advisory classes <p>PBIS: The Bulldog Way (SD1)</p> <ul style="list-style-type: none"> Recognize staff with “Good Job” cards Recognize students with “Good Job” cards “On a Roll” positive student behavior recognition <p>Restorative Practices (SD1)</p> <ul style="list-style-type: none"> Community Building Circles Use SEL curriculum Use of restorative chats and circles to repair harm <p>Risk Management (SD1)</p> <ul style="list-style-type: none"> ATS Teaching (Document) | <p>PBIS: The Bulldog Way (SD1)</p> <ul style="list-style-type: none"> Monthly PBIS Committee Meetings Bulldog Way Posted throughout building Use of Students PBIS Tickets Trimester Celebrations <p>Risk Management (SD1)</p> <ul style="list-style-type: none"> Review Safety Procedures 3x/yr |
| <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: To increase Safe, Welcome and Inclusive Learning Environments as measured by the family Stakeholder Survey.</p> | <p>BUILDING COMMUNITY CONNECTIONS Survey Implementation</p> <ul style="list-style-type: none"> Number of participants in school wide evenings events and parent/family interests. <ul style="list-style-type: none"> Addl. ideas for how to collect data <p>ALL School Family Nights to Highlight STEAM and AVID programs SD1, SD3)</p> <ul style="list-style-type: none"> STEAM Career Nights AVID Family engagement night AVID recruitment night <p>Tools for Communication (SD1, SD3)</p> <ul style="list-style-type: none"> LINK for Equity - parent survey and mentor/family connect Building wide planner <p>STEAM/AVID Programming (SD1, SD3)</p> <ul style="list-style-type: none"> New partnership with GPS Ed to bring professionals into the classrooms. | <p>BUILDING COMMUNITY CONNECTIONS BMS Parent participation in the PACT parent organization (SD1, SD2)</p> <ul style="list-style-type: none"> PACT Recruitment efforts Parent Volunteers Parent surveys of members and future members Meet with PTO’s in feeder elementary schools Panel of students for feeder elementary schools <p>STEAM/AVID Programming (SD1, SD3)</p> <ul style="list-style-type: none"> AVID graduation night Consistent use of Talking Points | <p>BUILDING COMMUNITY CONNECTIONS BMS Community Engagement Committee sponsored events (SD1, SD3):</p> <ul style="list-style-type: none"> All School picnic during Learning Conferences Bulldog Bingo MultiCultural Fair STEAM Creativity Fair Preview Night for incoming 6th grade families Orientation for new students Honors Night Celebrate the Season Career panel (8th grade students) Brown bag lunches Expert guest speakers STEAM/AVID field trips 6th Grade Connections with GPS Leaders <p>STEAM Programming (SD1, SD3)</p> <ul style="list-style-type: none"> Ongoing partnership with Boston Scientific, U of M and VocalEssence. |

Adapted August 23

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| Area of focus being: Positive representation of their identity (76% to 83%) | <ul style="list-style-type: none"> New partnership with CampFire Minnesota for field trip and team building opportunities | <ul style="list-style-type: none"> Recognition postcard Check and Connect AVID and Park Center Career Resource Center and High School student connection - 7th and 8th grade students visit PC one time per trimester Nepris professional connections in the classrooms | |
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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)**

| 2024-2025 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 | | LITERACY INSTRUCTION (SD2, SD4, SD5) | LITERACY INSTRUCTION (SD2, SD4, SD5) | LITERACY INSTRUCTION (SD2, SD4, SD5) |
| All Students | | <u>Building-Wide</u> | <u>Building-Wide</u> | |
| Basic Goal | | Teacher Clarity Professional Development | Integrated Teacher Clarity, STEAM & AVID Professional Development | |
| Trans. Goal | | <ul style="list-style-type: none"> BMS staff members to attend Visible Learning Conference Flexible Learning standards and Teacher practices | <ul style="list-style-type: none"> Professional Development to all staff on Teacher Clarity | |
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Adapted August 23

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| | <ul style="list-style-type: none"> • Student training around Flexible Learning Spaces • Prepping for Flexible Learning standards for Staff and students • Train teachers in Visible Learning the engagement continuum and identify ways in which it can be used with students <p><u>EL Classes</u></p> <ul style="list-style-type: none"> • In EL 1 & 2 classes, implement <i>Equipped for Reading Success</i> one-minute exercises. • EL teachers and Spec. Ed. representatives will collaborate to identify how/when to provide EL services in a spec. ed. setting. • EL teachers and Special Ed team members will review and begin to implement the use of ELlevation strategies. • Implement training plan for EL and Special Ed team members to use ELlevation strategies. <ul style="list-style-type: none"> ○ EL teachers and Special Ed team members will review and begin to implement the use of ELlevation strategies. | <ul style="list-style-type: none"> • Clarity PD at Monthly Staff Meetings and Building Professional Development Days • Collaborative time focused on Teacher Clarity process supported by building coaches • Focus on high impact literacy approaches- Surface learning, Deep Learning, Transfer learning • Continue professional development to align with Teacher Clarity work & WICOR strategies with Instruction: <ul style="list-style-type: none"> ○ Organization: <ul style="list-style-type: none"> ■ Focused note taking and other strategies for notebook setup ■ Teach explicit use of student planners and binders each trimester ○ Reading to Learn <ul style="list-style-type: none"> ■ Use the essential chapter question and guiding questions to support student comprehension ■ Annotating/summarizing when reading ■ Continue to Apply Summary Skills • Framing lesson design for Teacher and Student Clarity. <ul style="list-style-type: none"> ○ Three learning questions: <ul style="list-style-type: none"> ■ What do we want students to know? ■ Why do they need to know it? ■ How will we know when they have learned it? ○ Learning Intentions ○ Success Criteria ○ WICOR/STEAM Value Added Standards when appropriate ○ Lesson conclusion by circling back to Learning Intentions and Success Criteria • Staff teach explicit use of student planners and binders each trimester (O in WICOR) • PD for staff for implementation of student planners. • Staff teach explicit use of student planners and binders each trimester (implementation surveys at mid-tri) • Training staff on STEAM Value-Added Standards | |
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Adapted August 23

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| | | <p>ML Essential Practices</p> <ul style="list-style-type: none"> • Develop an actionable and sustainable plan for improving ML student engagement in collaborative academic discussion and writing by teaching students to restate questions for responding (W & C in WICOR) • Explore ELlevation instructional resources including AVID/ELlevation Matrix or curriculum embedded ML supports <p><u>Read/Write Lab Classes</u></p> <ul style="list-style-type: none"> • Continue implementation of Language Live(yr.2) curriculum.(2023-24)in Read/Write labs and Special Ed resource classes. • Monitor student phonemic awareness and determine how to intervene, if necessary, with <i>Equipped for Reading Success</i> one-minute exercises. <p><u>Resource English Interventions</u></p> <ul style="list-style-type: none"> • Special Ed SDAS and Resource teacher implementation of Wilson reading curriculum and strategies • Collaboration between Special Ed Resource English teachers and licensed English teachers to learn and develop best practices in their classroom using Amplify curriculum(2023-24) • Resource English teachers are aligned with general education classes and following the state Standards taught in Gen Ed Classes beginning implementation of Amplify(2023-24) <ul style="list-style-type: none"> ○ Address individual student needs by aligning IEP goals and objectives and instruction with State English Language Arts Standards • Special Ed Literacy SDAS will provide training in gap analysis tools to diagnose skill deficits needing intervention. • Special Ed Literacy SDAS will participate in the Special Ed Reading PLT to discuss and assist with the implementation of curriculum resources and to utilize the gap analysis tools to differentiate instruction to address reading skill deficits | <p><u>Read+ Classes</u></p> <ul style="list-style-type: none"> • Fastbridge curriculum and interventions. <p><u>Resource English Interventions</u></p> <ul style="list-style-type: none"> • Ongoing PD training in literacy strategies |
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Adapted August 23

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| | | <ul style="list-style-type: none">● Provide one-on-one multisensory phonological awareness instruction for students not progressing in <i>Equipped for Reading Success</i> one-minute partner exercises working with Reading Literacy coach. <p><u>EL Classes</u></p> <ul style="list-style-type: none">● Assess EL 1 & 2 students phonological awareness using PAST assessment● In EL 1 & 2 classes, implement <i>Equipped for Reading Success</i> one-minute exercises.● EL teachers and Spec. Ed. representatives will collaborate to identify how/when to provide EL services in a spec. ed. setting.● EL teachers and Special Ed team members will review and begin to implement the use of ELLevation strategies.● Implement training plan for EL and Special Ed team members to use ELLevation strategies.<ul style="list-style-type: none">○ EL teachers and Special Ed team members will review and begin to implement the use of ELLevation strategies. | |
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| Math | | LITERACY INSTRUCTION (SD2, SD4, SD5) | LITERACY INSTRUCTION (SD2, SD3, SD4, SD5) | MATH INTERVENTIONS: (SD1, SD2, SD5) |
|--|-------------|--|--|--|
| All Students | | Building-Wide | Building-Wide | Use of CPM resource in EL/Collab: |
| Basic Goal | Trans. Goal | Teacher Clarity Professional Development | Integrated Teacher Clarity, STEAM & AVID Professional Development | <ul style="list-style-type: none"> Collaborative EL courses: EL teachers co-teach with regular-ed Math teachers |
| *See attached addendum for more detailed information | | <ul style="list-style-type: none"> BMS staff members to attend Visible Learning Conference Flexible Learning standards and Teacher practices Student training around Flexible Learning Spaces Prepping for Flexible Learning standards for Staff and students Train teachers in Visible Learning the engagement continuum and identify ways in which it can be used with students | <ul style="list-style-type: none"> Professional Development to all staff on Teacher Clarity Clarity PD at Monthly Staff Meetings and Building Professional Development Days Collaborative time focused on Teacher Clarity process supported by building coaches Focus on high impact literacy approaches- Surface learning, Deep Learning, Transfer learning Continue professional development to align with Teacher Clarity work & WICOR strategies with Instruction: <ul style="list-style-type: none"> Organization: <ul style="list-style-type: none"> Focused note taking and other strategies for notebook setup Teach explicit use of student planners and binders each trimester Reading to Learn <ul style="list-style-type: none"> Use the essential chapter question and guiding questions to support student comprehension Annotating/summarizing when reading Continue to Apply Summary Skills Framing lesson design for Teacher and Student Clarity. <ul style="list-style-type: none"> Three learning questions: <ul style="list-style-type: none"> What do we want students to know? Why do they need to know it? How will we know when they have learned it? Learning Intentions Success Criteria WICOR/STEAM Value Added Standards when appropriate Lesson conclusion by circling back to Learning Intentions and Success Criteria Staff teach explicit use of student planners and binders each trimester (O in WICOR) PD for staff for implementation of student planners. | |

Adapted August 23

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| | | <ul style="list-style-type: none"> Staff teach explicit use of student planners and binders each trimester (implementation surveys at mid-tri) Training staff on STEAM Value-Added Standards <p>MONITORING ONGOING LEARNING & ADJUSTING TEACHING</p> <ul style="list-style-type: none"> Provide interventions and practice of foundational skills needed to be successful in the Tier 1 core instruction (CPM) Developing norms for student interaction in study teams Use evaluation metrics for Math Achievers and Math+ (ADSIS) (GOAL: identify level of growth for students in these programs.) <ul style="list-style-type: none"> Use of CPM math CAP (regular progress monitoring) CBMmath Automaticity (math facts, 3 times a year) <p>BALANCED ASSESSMENT</p> <ul style="list-style-type: none"> Teacher Schoology gradebooks align all assignments/assessments with a reporting standard, using the Learning Focused Gradebook Common assessments by course Develop and align assignments/assessments with reporting standards Using study teams strategy for effective learning Developing norms for student interaction in study teams | <p>MONITORING ONGOING LEARNING & ADJUSTING TEACHING (SD2, SD5)</p> <ul style="list-style-type: none"> Use STTS (CPM Study Team & Teaching Strategies) to scaffold students to accessing math content Using study teams strategy for effective learning |
| <i>Student Management</i> | SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT | SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT | SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3) |
| Evidence of Need: | Culturally Responsive Practices (SD1, SD2, SD4, SD5) | Culturally Responsive Practices (SD1, SD2, SD4, SD5) | Character Strong (SD1) |
| Measured Behavior: | <ul style="list-style-type: none"> Catalyst strategies informal training to new staff <ul style="list-style-type: none"> Provide informal Catalyst Walkthroughs highlighting skills Human Services Team <ul style="list-style-type: none"> Implement MTSS | <ul style="list-style-type: none"> Human Services Team <ul style="list-style-type: none"> Student Intervention Team (SIT) Instructional Leaders attending district Equity meetings Human Services Team Intervention Documents | <ul style="list-style-type: none"> Professional Development training for advisory SEL curriculum Implementation of the SEL curriculum in Advisory classes |
| Baseline Data by Target Group: | | | |
| Goal: | | PBIS: The Bulldog Way (SD1) | PBIS: The Bulldog Way (SD1) |

Adapted August 23

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| | <p>PBIS: The Bulldog Way (SD1)</p> <ul style="list-style-type: none"> Research SPARK Movement Breaks - Pilot teachers Street Data Book Talk - All Staff <p>Restorative Practices (SD1)</p> <ul style="list-style-type: none"> Have SDAS train staff on how to do restorative chats/circles (pop up sessions) Restorative Practices district committee | <ul style="list-style-type: none"> Notifications on Hold, Learning in Progress cell phone campaign Highlight celebrations and share out to staff "On a Roll" positive student behavior recognition <p>Restorative Practices (SD1)</p> <ul style="list-style-type: none"> Community Building Circles Use SEL curriculum Use of restorative chats and circles to repair harm <p>Risk Management (SD1)</p> <ul style="list-style-type: none"> ATS Teaching (Document) | <ul style="list-style-type: none"> Recognize staff with "Good Job" cards Recognize students with "Good Job" cards |
| Family Engagement | BUILDING COMMUNITY CONNECTIONS | BUILDING COMMUNITY CONNECTIONS | BUILDING COMMUNITY CONNECTIONS |
| Evidence of Need: | <p>Community Engagement committee working on additional activities to engage parents in the STEAM program</p> <ul style="list-style-type: none"> Parent participation in Brown Bag lunches Parent participation in Career day. | <p>STEAM/AVID Programming (SD1, SD3)</p> <ul style="list-style-type: none"> Partnership with GPS Ed to bring professionals into the classrooms. Partnership with CampFire Minnesota for field trip and team building opportunities | <p>STEAM/AVID Programming (SD1, SD3)</p> <ul style="list-style-type: none"> AVID graduation night Building wide planner Consistent use of Talking Points Recognition postcard Check and Connect |
| Goal: | <p>ALL School Family Nights to Highlight STEAM and AVID programs (SD1, SD3)</p> <ul style="list-style-type: none"> STEAM Career Nights AVID Family engagement night AVID recruitment night Parent Volunteers <p>BMS Parent participation in the PACT parent organization (SD1, SD2)</p> <ul style="list-style-type: none"> Parent Volunteers Parent surveys of members and future members Increase Parent participation in PACT | <p>BMS Community Engagement Committee sponsored events (SD1, SD3):</p> <ul style="list-style-type: none"> Number of participants in school wide evenings events and parent/family interests. | <ul style="list-style-type: none"> AVID and Park Center Career Resource Center and High School student connection - 7th and 8th grade students visit PC one time per trimester Nepris professional connections in the classrooms |

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

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|----------------------------|-------------|--|---|---|
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| All Students | | | | |
| Basic Goal | Trans. Goal | | | |
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| | | <ul style="list-style-type: none"> • Student training around Flexible Learning Spaces • Prepping for Flexible Learning standards for Staff and students • Train teachers in Visible Learning the engagement continuum and identify ways in which it can be used with students <p>EL Classes</p> <ul style="list-style-type: none"> • Assess EL 1 & 2 students phonological awareness using PAST assessment • In EL 1 & 2 classes, implement <i>Equipped for Reading Success</i> one-minute exercises. • EL teachers and Spec. Ed. representatives will collaborate to identify how/when to provide EL services in a spec. ed. setting. • EL teachers and Special Ed team members will review and begin to implement the use of ELlevation strategies. • Implement training plan for EL and Special Ed team members to use ELlevation strategies. <ul style="list-style-type: none"> ○ EL teachers and Special Ed team members will review and begin to implement the use of ELlevation strategies. <p>ML Essential Practices</p> <ul style="list-style-type: none"> • Develop an actionable and sustainable plan for improving ML student engagement in collaborative academic discussion and writing by teaching students to restate questions for responding (W & C in WICOR) • Explore ELlevation instructional resources including AVID/ELlevation Matrix or curriculum embedded ML supports <p>Read/Write Lab Classes</p> <ul style="list-style-type: none"> • Continue implementation of Language Live(yr.2) curriculum.(2023-24)in Read/Write labs and Special Ed resource classes. • Monitor student phonemic awareness and determine how to intervene, if necessary, with <i>Equipped for Reading Success</i> one-minute exercises. | <ul style="list-style-type: none"> • Clarity PD at Monthly Staff Meetings and Building Professional Development Days • Collaborative time focused on Teacher Clarity process supported by building coaches • Focus on high impact literacy approaches-Surface learning, Deep Learning, Transfer learning • Continue professional development to align with Teacher Clarity work & WICOR strategies with Instruction: <ul style="list-style-type: none"> ○ Organization: <ul style="list-style-type: none"> ■ Focused note taking and other strategies for notebook setup ■ Teach explicit use of student planners and binders each trimester ○ Reading to Learn <ul style="list-style-type: none"> ■ Use the essential chapter question and guiding questions to support student comprehension ■ Annotating/summarizing when reading ■ Continue to Apply Summary Skills • Framing lesson design for Teacher and Student Clarity. <ul style="list-style-type: none"> ○ Three learning questions: <ul style="list-style-type: none"> ■ What do we want students to know? ■ Why do they need to know it? ■ How will we know when they have learned it? ○ Learning Intentions ○ Success Criteria ○ WICOR/STEAM Value Added Standards when appropriate ○ Lesson conclusion by circling back to Learning Intentions and Success Criteria • Staff teach explicit use of student planners and binders each trimester (O in WICOR) • PD for staff for implementation of student planners. • Staff teach explicit use of student planners and binders each trimester (implementation surveys at mid-tri) |
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Adapted August 23

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| | | <p><u>Resource English Interventions</u></p> <ul style="list-style-type: none"> ● Special Ed SDAS and Resource teacher implementation of Wilson reading curriculum and strategies ● Collaboration between Special Ed Resource English teachers and licensed English teachers to learn and develop best practices in their classroom using Amplify curriculum(2023-24) ● Resource English teachers are aligned with general education classes and following the state Standards taught in Gen Ed Classes beginning implementation of Amplify(2023-24) <ul style="list-style-type: none"> ○ Address individual student needs by aligning IEP goals and objectives and instruction with State English Language Arts Standards ● Special Ed Literacy SDAS will provide training in gap analysis tools to diagnose skill deficits needing intervention. ● Special Ed Literacy SDAS will participate in the Special Ed Reading PLT to discuss and assist with the implementation of curriculum resources and to utilize the gap analysis tools to differentiate instruction to address reading skill deficits ● Provide one-on-one multisensory phonological awareness instruction for students not progressing in <i>Equipped for Reading Success</i> one-minute partner exercises working with Reading Literacy coach. <p><u>EL Classes</u></p> <ul style="list-style-type: none"> ● In EL 1 & 2 classes, continue <i>Equipped for Reading Success</i> one-minute exercises. ● EL teachers and Spec. Ed. representatives will collaborate to identify how/when to provide EL services in a spec. ed. setting. ● Implement training plan for EL and Special Ed team members to use ELlevation strategies. | <ul style="list-style-type: none"> ● Training staff on STEAM Value-Added Standards <p><u>Resource English Interventions</u></p> <ul style="list-style-type: none"> ● Provide one-on-one multisensory phonological awareness instruction for students not progressing in <i>Equipped for Reading Success</i> one-minute partner exercises working with Reading Literacy coach <p><u>EL Classes</u></p> <ul style="list-style-type: none"> ● Assess EL 1 & 2 students phonological awareness using PAST assessment |
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Adapted August 23

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| | | <ul style="list-style-type: none"> • EL teachers and Special Ed team members will review and begin to implement the use of ELlevation strategies. • EL Teacher will continue Fostering Interaction Strategies from ELlevation in LTC EL classes. • Level 1 and 2 teachers will become proficient in the IRLA reading assessment framework. • EL Teacher will implement Fostering Interaction Strategies from ELlevation in the collaborative classrooms at least once a week. • Implement training plan for EL and Special Ed team members to use ELlevation strategies. <ul style="list-style-type: none"> ○ EL teachers and Special Ed team members will review and begin to implement the use of ELlevation strategies. | |
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Adapted August 23

| Math | | LITERACY INSTRUCTION (SD2, SD4, SD5) <u>Building-Wide</u> <ul style="list-style-type: none">Flexible Learning standards and Teacher practicesStudent training around Flexible Learning Spaces | LITERACY INSTRUCTION (SD2, SD4, SD5) <u>Building-Wide</u> Teacher Clarity Professional Development <ul style="list-style-type: none">BMS staff members to attend Visible Learning ConferenceFlexible Learning standards and Teacher practicesStudent training around Flexible Learning SpacesPrepping for Flexible Learning standards for Staff and studentsTrain teachers in Visible Learning the engagement continuum and identify ways in which it can be used with students MONITORING ONGOING LEARNING & ADJUSTING TEACHING <ul style="list-style-type: none">Provide interventions and practice of foundational skills needed to be successful in the Tier 1 core instruction (CPM)Developing norms for student interaction in study teamsUse evaluation metrics for Math Achievers and Math+ (ADSIS) (GOAL: identify level of growth for students in these programs.)<ul style="list-style-type: none">Use of CPM math CAP (regular progress monitoring)CBMmath Automaticity (math facts, 3 times a year) | LITERACY INSTRUCTION (SD2, SD3, SD4, SD5) <u>Building-Wide</u> Integrated Teacher Clarity, STEAM & AVID Professional Development <ul style="list-style-type: none">Professional Development to all staff on Teacher ClarityClarity PD at Monthly Staff Meetings and Building Professional Development DaysCollaborative time focused on Teacher Clarity process supported by building coachesFocus on high impact literacy approaches- Surface learning, Deep Learning, Transfer learningContinue professional development to align with Teacher Clarity work & WICOR strategies with Instruction:<ul style="list-style-type: none">Organization:<ul style="list-style-type: none">Focused note taking and other strategies for notebook setupTeach explicit use of student planners and binders each trimesterReading to Learn<ul style="list-style-type: none">Use the essential chapter question and guiding questions to support student comprehensionAnnotating/summarizing when readingContinue to Apply Summary SkillsFraming lesson design for Teacher and Student Clarity.<ul style="list-style-type: none">Three learning questions:<ul style="list-style-type: none">What do we want students to know?Why do they need to know it?How will we know when they have learned it?Learning IntentionsSuccess CriteriaWICOR/STEAM Value Added Standards when appropriateLesson conclusion by circling back to Learning Intentions and Success Criteria |
|--|-------------|---|--|---|
| All Students | | | | |
| Basic Goal | Trans. Goal | | | |
| | | | | |
| *See attached addendum for more detailed information | | | | |

Adapted August 23

| | | | |
|----------------------------------|--|--|--|
| | | | <ul style="list-style-type: none"> • Staff teach explicit use of student planners and binders each trimester (O in WICOR) • PD for staff for implementation of student planners. • Staff teach explicit use of student planners and binders each trimester (implementation surveys at mid-tri) • Training staff on STEAM Value-Added Standards <p>MONITORING ONGOING LEARNING & ADJUSTING TEACHING</p> <ul style="list-style-type: none"> • Provide interventions and practice of foundational skills needed to be successful in the Tier 1 core instruction (CPM) • Developing norms for student interaction in study teams • Use evaluation metrics for Math Achievers and Math+ (ADSIS) (GOAL: identify level of growth for students in these programs.) <ul style="list-style-type: none"> ○ Use of CPM math CAP (regular progress monitoring) ○ CBMmath Automaticity (math facts, 3 times a year) <p>BALANCED ASSESSMENT</p> <ul style="list-style-type: none"> • Teacher Schoology gradebooks align all assignments/assessments with a reporting standard, using the Learning Focused Gradebook • Common assessments by course • Develop and align assignments/assessments with reporting standards • Using study teams strategy for effective learning • Developing norms for student interaction in study teams |
| <i>Student Management</i> | | SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT Culturally Responsive Practices (SD1, SD2, SD4, SD5) | SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT Culturally Responsive Practices (SD1, SD2, SD4, SD5) |
| Evidence of Need: | | <ul style="list-style-type: none"> • Catalyst strategies informal training to new staff | <p>Character Strong (SD1)</p> <ul style="list-style-type: none"> • Human Services Team <ul style="list-style-type: none"> ○ Student Intervention Team (SIT) |
| Measured Behavior: | | | |

Adapted August 23

| | | | |
|--------------------------------|--|--|---|
| Baseline Data by Target Group: | | <ul style="list-style-type: none"> ○ Provide informal Catalyst Walkthroughs highlighting skills ● Human Services Team ○ Implement MTSS | <ul style="list-style-type: none"> ○ Instructional Leaders attending district Equity meetings ○ Human Services Team Intervention Documents |
| Goal: | | <p>PBIS: The Bulldog Way (SD1)</p> <ul style="list-style-type: none"> ● Research SPARK Movement Breaks - Pilot teachers ● Street Data Book Talk - All Staff <p>Restorative Practices (SD1)</p> <ul style="list-style-type: none"> ● Have SDAS train staff on how to do restorative chats/circles (pop up sessions) ● Restorative Practices district committee | <p>PBIS: The Bulldog Way (SD1)</p> <ul style="list-style-type: none"> ● Notifications on Hold, Learning in Progress cell phone campaign ● Highlight celebrations and share out to staff ● “On a Roll” positive student behavior recognition <p>Restorative Practices (SD1)</p> <ul style="list-style-type: none"> ● Community Building Circles ● Use SEL curriculum ● Use of restorative chats and circles to repair harm <p>Risk Management (SD1)</p> <ul style="list-style-type: none"> ● ATS Teaching (Document) |
| Family Engagement | | BUILDING COMMUNITY CONNECTIONS | BUILDING COMMUNITY CONNECTIONS |
| Evidence of Need: | | <p>Community Engagement committee working on additional activities to engage parents in the STEAM program</p> <ul style="list-style-type: none"> ● Parent participation in Brown Bag lunches ● Parent participation in Career day. | <p>STEAM/AVID Programming (SD1, SD3)</p> <ul style="list-style-type: none"> ● Partnership with GPS Ed to bring professionals into the classrooms. ● Partnership with CampFire Minnesota for field trip and team building opportunities |
| Goal: | | <p>ALL School Family Nights to Highlight STEAM and AVID programs (SD1, SD3)</p> <ul style="list-style-type: none"> ● STEAM Career Nights ● AVID Family engagement night ● AVID recruitment night ● Parent Volunteers <p>BMS Parent participation in the PACT parent organization (SD1, SD2)</p> <ul style="list-style-type: none"> ● Parent Volunteers ● Parent surveys of members and future members ● Increase Parent participation in PACT | <p>BMS Community Engagement Committee sponsored events (SD1, SD3):</p> <ul style="list-style-type: none"> ● Number of participants in school wide evenings events and parent/family interests. |

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)

Adapted August 23

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 | 61.4 | 55.1 | 53.3 | 49.9 | 54.9 | 47.4 | 51.5 | 56.5 |
| Grade 6 | 63.5 | 59.5 | 49.8 | 51.1 | 56.1 | 50.5 | 59.6 | 64.6 |
| Grade 7 | 60.5 | 54.2 | 48.2 | 44.6 | 49.6 | 44.2 | 47.3 | 52.3 |
| Grade 8 | 60.0 | 51.6 | 60.7 | 53.6 | 58.6 | 47.9 | 46.4 | 51.4 |
| Am Indian | | | 40.9 | 30.4 | 35.4 | 30.6 | 32.7 | 37.7 |
| Asian | 61.9 | | 52.8 | 46.6 | 51.6 | 47.9 | 47.3 | 52.3 |
| Black | 54.0 | | 45.9 | 48.4 | 53.4 | 43.4 | 49.3 | 54.3 |
| Hispanic | 52.7 | | 43.1 | 42.8 | 47.8 | 39.1 | 42.6 | 47.6 |
| White | 78.7 | | 73.5 | 63.0 | 68.0 | 63.5 | 71.7 | 76.7 |
| Multiracial | 65.0 | | 60.3 | 57.9 | 62.9 | 51.4 | 56.8 | 61.8 |
| ML/EL | 10.9 | | 18.4 | 15.9 | 20.9 | 16.7 | 21.2 | 26.2 |
| ML Exited (2+ Yrs)* | | | | 46.2 | 51.2 | 45.9 | 62.5 | 67.5 |
| Non Eng Not ML (6yrs)* | | | | 66.3 | 71.3 | 63.3 | 66.9 | 71.9 |
| Spec Ed | 33.3 | | 24.1 | 23.1 | 28.1 | 15.2 | 27.7 | 32.7 |
| Free/Red. Price Meals | 54.1 | | 46.5 | 45.9 | 50.9 | 42.7 | 45.5 | 50.5 |
| Female | 62.9 | | 58.6 | 53.0 | 58.0 | 50.8 | 55.1 | 60.1 |
| Male | 59.7 | | 48.2 | 46.8 | 51.8 | 44.0 | 48.0 | 53.0 |

Adapted August 23

Reading (cont.)

MCA Reading % Proficient

| Measure: MCA Proficiency (% Proficient) | |
|---|---|
| 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 | 48% | 41% | 38% | 31% | ↓ |
| Grade 6 | 51% | 45% | 36% | 38% | ↓ |
| Grade 7 | 46% | 41% | 30% | 25% | ↓ |
| Grade 8 | 48% | 38% | 47% | 31% | ↓ |
| Am Ind | 43% | n<5 | 40% | 33% | ↓ |
| Asian | 49% | 44% | 35% | 31% | ↓ |
| Black | 42% | 35% | 32% | 27% | ↓ |
| Hispanic | 36% | 31% | 29% | 28% | ↓ |
| White | 67% | 60% | 62% | 49% | ↓ |
| Multiracial | 52% | 44% | 44% | 29% | ↓ |
| EL | 2% | 4% | 7% | 7% | ↑ |
| ML Exited (2+Yrs) | | | | 32% | □ |
| Non-Eng Not ML (6yrs) | | | | 48% | □ |
| SPED | 17% | 17% | 8% | 7% | ↓ |
| F/R Meals | 41% | 32% | 31% | 27% | ↓ |
| Female | 51% | 47% | 43% | 36% | ↓ |
| Male | 46% | 37% | 33% | 26% | ↓ |

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'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: 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 | 53% | 29% | 42% | 19% | 34% | 13% |
| Grade 6 | 56% | 32% | 33% | 13% | 30% | 8% |
| Grade 7 | 48% | 29% | 43% | 19% | 35% | 17% |
| Grade 8 | 57% | 26% | 48% | 24% | 36% | 14% |
| Am Ind | n<5 | n<5 | 20% | 20% | 60% | 20% |
| Asian | 47% | 28% | 44% | 20% | 31% | 12% |
| Black | 53% | 27% | 39% | 16% | 33% | 14% |
| Hispanic | 45% | 26% | 45% | 27% | 40% | 15% |
| White | 66% | 33% | 42% | 15% | 34% | 12% |
| Multiracial | 54% | 30% | 41% | 22% | 31% | 13% |
| EL/ML | 47% | 30% | 38% | 18% | 33% | 14% |
| ML Exited (2+Yrs) | | | | | 44% | 15% |
| Non-Eng Not ML (6yrs) | | | | | 26% | 8% |
| SPED | 55% | 24% | 41% | 22% | 37% | 21% |
| F/R Meals | 45% | 26% | 41% | 18% | 33% | 13% |
| Female | 54% | 28% | 41% | 17% | 36% | 12% |
| Male | 53% | 29% | 42% | 21% | 31% | 14% |
| Very Low Risk | 45% | 12% | 34% | 9% | 24% | 6% |
| Low Risk | 62% | 39% | 46% | 17% | 35% | 12% |
| Some Risk | 56% | 34% | 44% | 25% | 37% | 17% |
| High Risk | 51% | 29% | 43% | 23% | 38% | 16% |

Adapted August 23

Reading (cont.)

FastBridge Reading Growth by Start Score

| Priority One: READING | | Measure: Growth (% Making F-S Natnl Growth by Start Score Pctl) | | | |
|----------------------------------|--|---|--------------------|---------------------|---------------------|
| Column Header | | | | | |
| Typical Growth by Start Score | The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based students who had their same starting score nationally | | | | |
| Aggressive Growth by Start Score | The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based students who had their same starting score nationally | | | | |
| Typical Growth Goals | Below Baseline | The range between the 1st pctl and one point below the baseline range | | | |
| | Baseline | The range between the local and national 50th pctl | | | |
| | 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 pctl | | | |
| | 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 | 28% | 9% | 21% | 5% |
| Grade 6 | 24% | 9% | 21% | 5% |
| Grade 7 | 27% | 7% | 22% | 4% |
| Grade 8 | 33% | 12% | 21% | 7% |
| Am Ind | 20% | 20% | 20% | 20% |
| Asian | 27% | 6% | 18% | 4% |
| Black | 25% | 9% | 21% | 6% |
| Hispanic | 30% | 14% | 21% | 5% |
| White | 33% | 8% | 27% | 6% |
| Multiracial | 31% | 14% | 23% | 7% |
| EL/ML | 19% | 9% | 15% | 2% |
| ML Exited (2+Yrs) | | | 21% | 6% |
| Non-Eng Not ML (6yrs) | | | 17% | 3% |
| SPED | 24% | 11% | 26% | 7% |
| F/R Meals | 25% | 8% | 20% | 6% |
| Female | 27% | 9% | 21% | 4% |
| Male | 29% | 10% | 21% | 7% |
| Very Low Risk | 33% | 8% | 23% | 4% |
| Low Risk | 32% | 10% | 24% | 7% |
| Some Risk | 29% | 10% | 20% | 5% |
| High Risk | 21% | 10% | 18% | 5% |

Math:

Adapted August 23

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 | 53.5 | 36.6 | 33.9 | 33.1 | 38.1 | 31.7 | 33.2 | 38.2 |
| Grade 6 | 52.6 | 30.6 | 29.8 | 32.6 | 37.6 | 31.8 | 36.3 | 41.3 |
| Grade 7 | 50.7 | 43.1 | 28.8 | 29.9 | 34.9 | 31.9 | 27.9 | 32.9 |
| Grade 8 | 57.6 | 36.3 | 41.9 | 36.4 | 41.4 | 31.5 | 34.4 | 39.4 |
| Am Indian | | 25.0 | 21.4 | 8.5 | 13.5 | 11.1 | 12.1 | 17.1 |
| Asian | 57.4 | 41.7 | 35.6 | 34.5 | 39.5 | 34.0 | 33.4 | 38.4 |
| Black | 41.8 | 22.6 | 22.3 | 26.5 | 31.5 | 25.2 | 26.7 | 31.7 |
| Hispanic | 43.0 | 24.3 | 21.8 | 20.4 | 25.4 | 17.6 | 20.6 | 25.6 |
| White | 77.1 | 61.9 | 62.9 | 64.6 | 69.6 | 60.6 | 61.9 | 66.9 |
| Multiracial | 55.0 | 41.7 | 38.2 | 30.0 | 35.0 | 30.6 | 35.2 | 40.2 |
| ML/EL | 10.8 | 6.7 | 6.1 | 7.0 | 12.0 | 9.8 | 9.8 | 14.8 |
| ML Exited (2+ Yrs)* | | | | 26.0 | 31.0 | 22.4 | 34.9 | 39.9 |
| Non Eng Not ML (6yrs)* | | | | 40.0 | 45.0 | 41.0 | 45.3 | 50.3 |
| Spec Ed | 28.7 | 9.4 | 19.1 | 21.8 | 26.8 | 16.7 | 20.6 | 25.6 |
| Free/Red. Price Meals | 43.9 | 24.8 | 25.4 | 26.2 | 31.2 | 24.6 | 25.9 | 30.9 |
| Female | 52.3 | 36.8 | 32.5 | 30.3 | 35.3 | 29.8 | 31.6 | 36.6 |
| Male | 54.8 | 36.4 | 35.1 | 35.9 | 40.9 | 33.6 | 34.8 | 39.8 |

Math (cont.)

Adapted August 23

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 | 36% | 20% | 19% | 15% | ↓ |
| Grade 6 | 36% | 15% | 16% | 15% | ↓ |
| Grade 7 | 32% | 23% | 13% | 13% | ↓ |
| Grade 8 | 41% | 22% | 27% | 16% | ↓ |
| Am Ind | 29% | n<5 | n<5 | 0% | ↓ |
| Asian | 41% | 25% | 21% | 18% | ↓ |
| Black | 24% | 9% | 11% | 8% | ↓ |
| Hispanic | 24% | 11% | 8% | 6% | ↓ |
| White | 62% | 39% | 44% | 42% | ↓ |
| Multiracial | 35% | 25% | 23% | 14% | ↓ |
| EL | 1% | 0% | 2% | 3% | ↑ |
| ML Exited (2+Yrs) | | | | 11% | □ |
| Non-Eng Not ML (6yrs) | | | | 21% | □ |
| SPED | 14% | 0% | 2% | 4% | ↓ |
| F/R Meals | 27% | 10% | 12% | 9% | ↓ |
| Female | 35% | 21% | 18% | 13% | ↓ |
| Male | 37% | 19% | 20% | 16% | ↓ |

Math (cont.)

FastBridge Math Growth by All

Adapted August 23

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: 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 | 54% | 29% | 35% | 14% | 38% | 15% |
| Grade 6 | 48% | 22% | 30% | 9% | 34% | 12% |
| Grade 7 | 56% | 31% | 34% | 17% | 41% | 16% |
| Grade 8 | 57% | 33% | 40% | 16% | 37% | 16% |
| Am Ind | n<5 | n<5 | 60% | 0% | 60% | 60% |
| Asian | 60% | 30% | 40% | 15% | 39% | 16% |
| Black | 49% | 28% | 30% | 12% | 39% | 15% |
| Hispanic | 55% | 27% | 36% | 22% | 42% | 15% |
| White | 59% | 28% | 40% | 16% | 31% | 15% |
| Multiracial | 48% | 33% | 30% | 9% | 31% | 5% |
| EL/ML | 49% | 28% | 39% | 25% | 35% | 15% |
| ML Exited (2+Yrs) | | | | | 39% | 16% |
| Non-Eng Not ML (6yrs) | | | | | 49% | 18% |
| SPED | 39% | 24% | 40% | 15% | 31% | 15% |
| F/R Meals | 52% | 30% | 33% | 13% | 39% | 15% |
| Female | 53% | 29% | 34% | 14% | 40% | 16% |
| Male | 55% | 28% | 37% | 14% | 35% | 14% |
| Very Low Risk | 47% | 11% | 27% | 3% | 41% | 18% |
| Low Risk | 54% | 28% | 40% | 13% | 37% | 13% |
| Some Risk | 67% | 34% | 33% | 20% | 39% | 14% |
| High Risk | 53% | 32% | 35% | 17% | 34% | 14% |

Adapted August 23

Math (cont.)

FastBridge Math Growth by Start Score

| Priority Two: MATH | | Measure: Growth (% Making F-S Natl Growth by Start Score Pctl) | | | |
|----------------------------------|--|---|--------------------|---------------------|---------------------|
| Column Header | | | | | |
| Typical Growth by Start Score | The percentage of students making growth from fall to spring at the <u>50th percentile</u> or higher based students who had their same starting score nationally | | | | |
| Aggressive Growth by Start Score | The percentage of students making growth from fall to spring at the <u>75th percentile</u> or higher based students who had their same starting score nationally | | | | |
| Typical Growth Goals | Below Baseline | The range between the 1st pctl and one point below the baseline range | | | |
| | Baseline | The range between the local and national 50th 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 24-46 | 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 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 10-20 | 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 | 33% | 12% | 36% | 10% |
| Grade 6 | 29% | 10% | 37% | 9% |
| Grade 7 | 31% | 12% | 38% | 11% |
| Grade 8 | 37% | 13% | 33% | 9% |
| Am Ind | 20% | 0% | 60% | 40% |
| Asian | 38% | 13% | 36% | 11% |
| Black | 27% | 9% | 37% | 10% |
| Hispanic | 32% | 16% | 34% | 9% |
| White | 37% | 15% | 36% | 14% |
| Multiracial | 30% | 10% | 31% | 4% |
| EL/ML | 41% | 19% | 34% | 11% |
| ML Exited (2+Yrs) | | | 30% | 9% |
| Non-Eng Not ML (6yrs) | | | 42% | 12% |
| SPED | 35% | 16% | 30% | 10% |
| F/R Meals | 29% | 9% | 36% | 9% |
| Female | 32% | 12% | 37% | 9% |
| Male | 33% | 12% | 34% | 11% |
| Very Low Risk | 43% | 17% | 45% | 17% |
| Low Risk | 26% | 7% | 30% | 6% |
| Some Risk | 28% | 11% | 33% | 7% |
| High Risk | 33% | 13% | 35% | 10% |

Adapted August 23