

# BMS 3-Year Operational Plan (2024-25; 2025-26; 2026-27)

[Link to last year's plan](#)

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 continuous improvement</i>
<b>Reading</b>		<b>LITERACY INSTRUCTION (SD2, SD4, SD5)</b> <b><u>Building-Wide</u></b> <b>Integrated Teacher Clarity, STEAM &amp; AVID Professional Development</b> <ul style="list-style-type: none"><li>Professional Development to all staff on Teacher Clarity and High Impact Literacy Strategies</li><li>Collaborative time focused on Teacher Clarity process supported by literacy coaches<ul style="list-style-type: none"><li>Focus on high-impact literacy approaches-<ul style="list-style-type: none"><li><a href="#">Surface learning, Deep Learning, Transfer learning</a></li><li>Tier 2 Vocabulary</li></ul></li><li>Align AVID professional development and ELlevation instructional resources with Teacher Clarity work. <a href="#">AVID/ELlevation Matrix</a></li></ul></li><li>Plan for more BMS staff members to attend Visible Learning Conference</li><li>Lessons are designed to promote teacher and student clarity.<ul style="list-style-type: none"><li>Learning Intentions</li><li>Success Criteria</li><li>WICOR/STEAM Value Added Standards when appropriate</li><li>Lesson conclusion by circling back to Learning Intentions and Success Criteria</li></ul></li></ul> <b><u>Reading Lab 6th gr. REQ: Course</u></b> Pilot a reading elective class using REWARDS and KU Sentence Writing Strategy for all 6th-grade students (not in Read/Write Lab), so academic material can be read with confidence and fluency in all subjects. Goals: <ul style="list-style-type: none"><li>develop multisyllabic word reading and spelling skills</li><li>gain reading fluency</li><li>build academic vocabulary</li></ul>	<b>LITERACY INSTRUCTION (SD2, SD4, SD5)</b>  

		<ul style="list-style-type: none"> <li>• improve sentence writing</li> <li>• use a critical reading process</li> </ul> <p><b><u>Read/Write Lab Classes</u></b></p> <ul style="list-style-type: none"> <li>• Use knowledge and resources from LETRS to refine and develop more effective reading instruction</li> <li>• Assess student phonemic awareness and provide intervention, if necessary, with <b><i>Equipped for Reading Success</i></b> one-minute exercises</li> <li>• Continue <b>Language! Live</b> curriculum (7th and 8th grade classes will complete the structured phonics program, Units 7-12; 6th grade classes will start with the beginning of the structured phonics program)</li> <li>• Continue <b>Language! Live</b> in SPED Resource Classes</li> </ul> <p><b><u>Resource English</u></b></p> <ul style="list-style-type: none"> <li>• Collaboration between Special Ed Resource English teachers and licensed English teachers to learn and develop best practices in their classroom (*continued work for new teachers learning the practice of collaborative teaching)</li> <li>• Resource English teachers are aligned with general education classes and following the state Standards taught in Gen Ed Classes beginning implementation of Amplify (*continuing to navigate modifications for students to access materials with the correct supports) <ul style="list-style-type: none"> <li>○ Address individual student needs by aligning IEP goals and objectives and instruction with State English Language Arts Standards</li> </ul> </li> <li>• Special Ed Literacy SDAS will provide training in gap analysis tools to diagnose skill deficits needing intervention (*continuing to have SDAS team with new teachers that will be implementing English content in collaborative and resource level classes)</li> <li>• Implementing a direct service model for incoming 6th-grade students for English instruction through push-in and pull-out services. <ul style="list-style-type: none"> <li>○ Progress monitoring student growth based on IEP goals and objectives</li> </ul> </li> </ul>	<p><b><u>Resource English</u></b></p> <ul style="list-style-type: none"> <li>• Special Ed SDAS and Resource teacher continued support for Wilson reading curriculum and strategies.</li> </ul>
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		<ul style="list-style-type: none"><li>○ Determining if the direct service model is appropriate based on student need→ if seeing success, potentially moving students to collaborative</li><li>● 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.</li></ul> <p><b><u>ML Classes</u></b></p> <ul style="list-style-type: none"><li>● Use PAST to test phonological awareness for students in ML Levels 1 &amp; 2 classes; provide phonological awareness training as needed.</li><li>● Level 1 and 2 ML teachers will assess Level 1 &amp; 2 ML students using the IRLA reading assessment (in collaboration with the ML SDAS) and use the IRLA instructional materials to deliver data-driven, differentiated reading instruction</li><li>● Develop a plan to train collaborating EL teachers and Special Ed team members and begin to implement the use of ELlevation strategies</li><li>● Continue using KU Paraphrasing and Summarizing Strategy in ML Classes</li><li>● ML Teacher will implement Fostering Interaction Strategies from ELlevation in:<ul style="list-style-type: none"><li>○ <b>pullout ML classes</b></li><li>○ <b>collaborative classrooms</b> at least once a week</li></ul></li></ul>											
<table><tr><th colspan="2"><b>Math</b></th></tr><tr><th colspan="2">All Students</th></tr><tr><th>Basic Goal</th><th>Trans. Goal</th></tr><tr><td>37.8</td><td>42.8</td></tr><tr><td colspan="2">*See attached addendum for more detailed information</td></tr></table>	<b>Math</b>		All Students		Basic Goal	Trans. Goal	37.8	42.8	*See attached addendum for more detailed information			<p><b>LITERACY INSTRUCTION (SD1, SD2, SD4, SD5)</b> <b><u>Building-Wide</u></b> <b>Integrated Teacher Clarity, STEAM &amp; AVID Professional Development</b></p> <ul style="list-style-type: none"><li>● Focus on high impact literacy approaches- Surface learning, Deep Learning, Transfer learning in Collaboration time and PD</li><li>● 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"><li>○ Learning Intentions/Success Criteria</li><li>○ Annotating/summarizing when reading math text (also R in WICOR)</li><li>○ Apply summary skills to Focused Note Taking (learning logs)</li></ul></li><li>● Framing lesson design for Teacher and Student Clarity.</li></ul>	<p><b>LITERACY INSTRUCTION (SD1, SD2, SD4, SD5)</b> <b><u>Building-Wide</u></b> <b>Integrated Teacher Clarity, STEAM &amp; AVID Professional Development</b></p> <ul style="list-style-type: none"><li>● Professional Development to all staff on Teacher Clarity</li><li>● Clarity PD at Monthly Staff Meetings and Building Professional Development Days</li><li>● Collaborative time focused on Teacher Clarity process supported by literacy coaches</li></ul>
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		<ul style="list-style-type: none"> <li>○ Three learning questions: <ul style="list-style-type: none"> <li>■ What do we want students to know?</li> <li>■ Why do they need to know it?</li> <li>■ How will we know when they have learned it?</li> </ul> </li> <li>○ Learning Intentions</li> <li>○ Success Criteria</li> <li>○ WICOR/STEAM Value Added Standards when appropriate</li> <li>○ Lesson conclusion by circling back to Learning Intentions and Success Criteria</li> </ul> <p><b>MONITORING ONGOING LEARNING &amp; ADJUSTING TEACHING</b></p> <p>Implement and analyze evaluation metrics for:</p> <ul style="list-style-type: none"> <li>● Math Achievers: <ul style="list-style-type: none"> <li>○ CBMmath Automaticity (math facts, 3 times a year)</li> <li>○ NWEA Map (three times a year)</li> </ul> </li> <li>● Teachers use a variety of instructional strategies to help tier 1 students access content- this is supported by Collaboration Time and PLT</li> <li>● Provide interventions and practice of foundational skills to be successful in Tier 1 Core Instruction with CPM</li> </ul> <p><b>MATH INTERVENTIONS: (SD1, SD2, SD5)</b></p> <ul style="list-style-type: none"> <li>● Implement new HMH Math 180 (updated program) in Math Achievers</li> <li>● Use of MAP testing in combination with HMH Math 180 program to monitor student progress</li> </ul> <p><b>RESOURCE MATH: (SD1, SD2, SD5)</b></p> <ul style="list-style-type: none"> <li>● Meet monthly to continue learning with CPM standards and instructional strategies.</li> <li>● Direct services model→ pull-out/push-in services to support math needs for students based on IEP goals and objectives; highly individualized instruction, students access pull-out group instruction and general education curriculum.</li> </ul> <p><b>BALANCED ASSESSMENT (SD2, SD3, SD4) (4/24)</b></p> <ul style="list-style-type: none"> <li>● Teachers align CPM summative assessments to MCA-provided levels of rigor rubric, ensuring that a 3 (proficient) on an assessment is considered “meets” on MCAs.</li> </ul>	<p><b>MONITORING ONGOING LEARNING &amp; ADJUSTING TEACHING (SD2, SD5)</b></p> <ul style="list-style-type: none"> <li>● Teachers use CPM Study Teams to help teach students to learn collaboration and problem solving strategies.</li> <li>● Use STTS (CPM Study Team &amp; Teaching Strategies) to scaffold students to accessing math content</li> </ul> <p><b>RESOURCE MATH: (SD1, SD2, SD5)</b></p> <ul style="list-style-type: none"> <li>● Modify and differentiate CPM materials to meet the needs of students</li> </ul> <p><b>BALANCED ASSESSMENT (SD2, SD3, SD4)</b></p> <ul style="list-style-type: none"> <li>● Teacher Schoology gradebooks align all assignments/assessments with a reporting standard, using the Learning Focused Gradebook</li> <li>● Common summative assessments by course</li> </ul>
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			<ul style="list-style-type: none"> <li>Develop and align assignments/assessments with reporting standards</li> <li>Using study teams strategy for effective learning</li> <li>Developing norms for student interaction in study teams</li> </ul>
<b>Student Management</b> <u>Data</u>		<b>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</b> <b>Culturally Responsive Practices (SD1, SD2, SD4, SD5)</b> <ul style="list-style-type: none"> <li>Catalyst strategies informal training to new staff</li> <li>Human Services Team <ul style="list-style-type: none"> <li>Review, modify, and implement SIT Process with new members</li> <li>ILT/Equity Team attending district Equity meetings.</li> <li>Human Services Team Intervention Documents</li> </ul> </li> </ul>	<b>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</b> <b>Culturally Responsive Practices (SD1, SD2, SD4, SD5)</b> <ul style="list-style-type: none"> <li>Teachers include their classroom behavior management plan on <a href="#">Matrix</a></li> </ul>
Evidence of Need: Students' sense of belonging as measured by the Student Survey Trend Report had 4 areas that were lower than 60% in grade levels or race.			
Measured Behavior: Students sense of belonging as measured by the Trend Report			
Baseline Data by Target Group: Belonging overall has a positive percentage of: 7th Gr: 59% Am. Indian: 55% Asian: 56% Hispanic: 59%		<b>Character Strong (SD1)</b> <ul style="list-style-type: none"> <li>Professional Development training for advisory SEL curriculum</li> <li>Implementation of the SEL curriculum in Advisory classes</li> </ul>	
Goal: Increase each grade level or race that is lower than 60% by 5%.		<b>PBIS: The Bulldog Way (SD1)</b> <ul style="list-style-type: none"> <li>Relationship Challenge(new)for staff</li> <li>"On a Roll" positive student behavior recognition</li> <li>Notifications on Hold, Learning in Progress cell phone campaign</li> <li>Highlight celebrations and share out to staff</li> <li>Street Data Book Talk - Instructional Leaders</li> </ul>	<b>PBIS: The Bulldog Way (SD1)</b> <ul style="list-style-type: none"> <li>Recognize staff with "Good Job" cards</li> <li>Recognize students with "Good Job" cards</li> </ul>
7th Gr: 59% -> 64% Am. Indian: 55% -> 60% Asian: 56% -> 61% Hispanic: 59% -> 64%		<b>Restorative Practices (SD1)</b> <ul style="list-style-type: none"> <li>Have SDAS train new staff on how to do restorative chats/circles</li> <li>Restorative Practices district committee</li> </ul>	<b>Restorative Practices (SD1)</b> <ul style="list-style-type: none"> <li>Use SEL curriculum in all Advisory Classes</li> <li>Community Building Circles (Advisory Curriculum)</li> <li>Use of restorative chats and circles to repair harm</li> </ul>
		<b>Risk Management (SD1)</b> <ul style="list-style-type: none"> <li>ATS Teaching (<a href="#">Document</a>)</li> </ul>	<b>Risk Management (SD1)</b> <ul style="list-style-type: none"> <li>Review Safety Procedures 3x/yr</li> </ul>
<b>Family Engagement</b> <u>Rubric for reference</u>		<b>BUILDING COMMUNITY CONNECTIONS</b> <b>BMS Parent participation in the PACT parent organization (SD1, SD2)</b> <ul style="list-style-type: none"> <li>PACT Recruitment efforts</li> <li>Family stakeholder, parent survey feedback of members</li> <li>Meet with PTO's in feeder elementary schools</li> </ul>	<b>BUILDING COMMUNITY CONNECTIONS</b> <b>STEAM/AVID Programming (SD1, SD3)</b> <ul style="list-style-type: none"> <li>AVID graduation night</li> <li>Building wide planner</li> <li>Consistent use of Talking Points</li> <li>Recognition postcard</li> <li>Check and Connect</li> </ul>
Evidence of Need:			

<p>Goal: Using the Family Stakeholder survey, the percentage positive related to “My scholar experiences positive representation of their culture in their school experience” increases from 66% to 71% and “I feel like I belong at my scholars school” increases from 67% to 72%.</p>		<ul style="list-style-type: none"> <li>Parent participation in STEAM Explorer and career events</li> </ul> <p><b>STEAM/AVID Programming (SD1, SD3)</b></p> <ul style="list-style-type: none"> <li>Partnership with CampFire Minnesota for field trip and team building opportunities</li> <li>Partnership with Parker Companies, UMN for STEAM Explorers activities and Physics Day</li> <li>AVID recruitment night</li> <li>Newsletter STEAM Highlights</li> <li>STEAM/AVID/GPS student presenters for feeder elementary building</li> </ul> <p><b>BMS Community Engagement Committee sponsored events (SD1, SD3):</b></p> <ul style="list-style-type: none"> <li>Survey participants in school wide evenings events and gather parent/family interests</li> </ul> <p><b>ALL School Family Nights to Highlight STEAM and AVID programs (SD1, SD3)</b></p> <ul style="list-style-type: none"> <li>STEAM Career Nights</li> <li>AVID Family engagement night</li> </ul>	<ul style="list-style-type: none"> <li>AVID and Park Center Career Resource Center and High School student connection - 7th and 8th grade students visit PC one time per trimester</li> <li>Pathful professional connections in the classrooms</li> <li>Nepris professional connections in the classrooms</li> </ul>
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**Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:**

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

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 continuous improvement</i>
<b>Reading</b>		<p><b>LITERACY INSTRUCTION (SD2, SD4, SD5)</b> <b><u>Building-Wide</u></b> <b>Integrated Teacher Clarity, STEAM &amp; AVID Professional Development</b></p> <ul style="list-style-type: none"> <li>Professional Development to all staff on Teacher Clarity and High Impact Literacy Strategies</li> <li>Collaborative time focused on Teacher Clarity process supported by literacy coaches <ul style="list-style-type: none"> <li>Focus on high-impact literacy approaches-</li> </ul> </li> </ul>	<p><b>LITERACY INSTRUCTION (SD2, SD4, SD5)</b></p>
All Students			
Basic Goal			
Trans. Goal			
*No data available at this time			

		<ul style="list-style-type: none"> <li>○ <a href="#">Surface learning, Deep Learning, Transfer learning</a></li> <li>○ Tier 2 Vocabulary</li> <li>○ Align AVID professional development and ELlevation instructional resources with Teacher Clarity work. <a href="#">AVID/ELlevation Matrix</a></li> <li>● Lessons are designed to promote teacher and student clarity. <ul style="list-style-type: none"> <li>○ Learning Intentions</li> <li>○ Success Criteria</li> <li>○ WICOR/STEAM Value Added Standards when appropriate</li> <li>○ Lesson conclusion by circling back to Learning Intentions and Success Criteria</li> </ul> </li> </ul> <p><b><u>Reading Lab 6th REQ: Course</u></b> Continue a reading elective class for all 6th-grade students (not in Read/Write Lab), so academic material can be read with confidence and fluency in all subjects. Goals:</p> <ul style="list-style-type: none"> <li>● develop multisyllabic word reading and spelling skills</li> <li>● gain reading fluency</li> <li>● build academic vocabulary</li> <li>● improve sentence writing</li> <li>● use a critical reading process</li> </ul> <p><b><u>Resource English Interventions</u></b></p> <ul style="list-style-type: none"> <li>● Collaboration between Special Ed Resource English teachers and licensed English teachers to learn and develop best practices</li> <li>● Beginning implementation of direct service model (pull-out/push-in) for students to work on academic gap filling per student goals and objectives</li> </ul>	<p><b><u>Read/Write Lab Classes</u></b></p> <ul style="list-style-type: none"> <li>● Use knowledge and resources from LETRS to refine and develop more effective reading instruction</li> <li>● Assess student phonemic awareness and intervene with <b><i>Equipped for Reading Success</i></b> one-minute exercises</li> <li>● Continue <b>Language! Live</b> curriculum.</li> </ul> <p><b><u>Read+ Classes</u></b></p> <ul style="list-style-type: none"> <li>● Fastbridge curriculum and interventions.</li> </ul> <p><b><u>Resource English Interventions</u></b></p> <ul style="list-style-type: none"> <li>● Ongoing PD training in literacy strategies</li> <li>● Resource English teachers are aligned with general education classes and following the state Standards taught in general education setting <ul style="list-style-type: none"> <li>○ Address individual student needs by aligning IEP goals and objectives and instruction with State English Language Arts Standards</li> </ul> </li> <li>● Special Ed Literacy SDAS will provide training in gap analysis tools to diagnose skill deficits needing intervention</li> <li>● 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</li> </ul> <p><b><u>ML Classes</u></b></p>
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		<b>ML Classes</b> <ul style="list-style-type: none"><li>• Use PAST to test phonological awareness for students in ML Levels 1 &amp; 2 classes; provide phonological awareness training as needed.</li><li>• Level 1 and 2 ML teachers will assess Level 1 &amp; 2 ML students using the IRLA reading assessment (in collaboration with the ML SDAS) and use the IRLA instructional materials to deliver data-driven, differentiated reading instruction</li><li>• ML teachers and Special Ed team members will review and implement the use of ELlevation strategies.</li><li>• Continue using KU Paraphrasing and Summarizing Strategy in ML Classes</li></ul>	<ul style="list-style-type: none"><li>• ML Teacher will implement Fostering Interaction Strategies from ELlevation in:<ul style="list-style-type: none"><li>○ <b>pullout ML classes</b></li><li>○ <b>collaborative classrooms</b> at least once a week</li></ul></li></ul>
<b>Math</b>		<b>LITERACY INSTRUCTION (SD2, SD3, SD4, SD5)</b> <b>Building-Wide</b> <b>Integrated Teacher Clarity, STEAM &amp; AVID Professional Development</b> <ul style="list-style-type: none"><li>• <u>Support new staff</u> with high impact literacy approaches- Surface learning, Deep Learning, Transfer learning in Collaboration time and PD</li><li>• 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"><li>○ Start with Summarizing, Learning Intentions/Success Criteria</li><li>○ Annotating/summarizing when reading (also R in WICOR)</li><li>○ Apply summary skills to Focused Note Taking</li></ul></li><li>• <u>Support new staff</u> framing lesson design for Teacher and Student Clarity.<ul style="list-style-type: none"><li>○ Three learning questions:<ul style="list-style-type: none"><li>■ What do we want students to know?</li><li>■ Why do they need to know it?</li><li>■ How will we know when they have learned it?</li></ul></li><li>○ Learning Intentions</li><li>○ Success Criteria</li><li>○ WICOR/STEAM Value Added Standards when appropriate</li><li>○ Lesson conclusion by circling back to Learning Intentions and Success Criteria</li></ul></li></ul> <b>MONITORING ONGOING LEARNING &amp; ADJUSTING TEACHING (SD2, SD5)</b> Implement and analyze evaluation metrics for:	<b>LITERACY INSTRUCTION (SD1, SD2, SD4, SD5)</b> <b>Building-Wide</b> <b>Integrated Teacher Clarity, STEAM &amp; AVID Professional Development</b> <ul style="list-style-type: none"><li>• Focus on high impact literacy approaches- Surface learning, Deep Learning, Transfer learning in Collaboration time and PD</li><li>• Framing lesson design for Teacher and Student Clarity.<ul style="list-style-type: none"><li>○ Three learning questions:<ul style="list-style-type: none"><li>■ What do we want students to know?</li><li>■ Why do they need to know it?</li><li>■ How will we know when they have learned it?</li></ul></li><li>○ Learning Intentions</li><li>○ Success Criteria</li><li>○ WICOR/STEAM Value Added Standards when appropriate</li><li>○ Lesson conclusion by circling back to Learning Intentions and Success Criteria</li></ul></li></ul> <b>MONITORING ONGOING LEARNING &amp; ADJUSTING TEACHING (SD2, SD5)</b>
All Students			
Basic Goal			Trans. Goal
* No data available at this time			



		<ul style="list-style-type: none"> <li>Math Achievers: <ul style="list-style-type: none"> <li>CBMmath Automaticity (math facts, 3 times a year)</li> <li>NWEA Map (three times a year)</li> </ul> </li> <li>Teachers use a variety of instructional strategies to help tier 1 students access content- this is supported by Collaboration Time and PLT</li> </ul> <p><b>MATH INTERVENTIONS: (SD1, SD2, SD5)</b></p> <ul style="list-style-type: none"> <li>Continue implementation of HMH Ed curriculum Math180 in Math Achievers</li> <li>Use of MAP testing in combination with HMH Ed curriculum to monitor student progress</li> </ul> <p><b>RESOURCE MATH: (SD1, SD2, SD5)</b></p> <ul style="list-style-type: none"> <li>Direct services model→ pull-out/push-in services to support math needs for students based on IEP goals and objectives; highly individualized instruction, students access pull-out group instruction and general education curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Provide interventions and practice of foundational skills to be successful in Tier 1 Core Instruction with CPM</li> </ul> <p><b>RESOURCE MATH: (SD1, SD2, SD5)</b></p> <ul style="list-style-type: none"> <li>Meet monthly to continue learning with CPM standards and instructional strategies.</li> </ul> <p><b>BALANCED ASSESSMENT (SD2, SD3, SD4)</b></p> <ul style="list-style-type: none"> <li>Teachers align CPM summative assessments to MCA-provided levels of rigor rubric, ensuring that a 3 (proficient) on an assessment is considered “meets” on MCAs.</li> </ul>
<b>Student Management</b>		<b>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</b>	<b>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</b>
Evidence of Need:		<b>Culturally Responsive Practices (SD1, SD2, SD4, SD5)</b>	<b>Culturally Responsive Practices (SD1, SD2, SD4, SD5)</b>
Student Behavior:		<ul style="list-style-type: none"> <li>Catalyst strategies training to new staff <ul style="list-style-type: none"> <li>Do brief walkthroughs on Catalyst Strategies</li> </ul> </li> <li>Human Services Team <ul style="list-style-type: none"> <li>Review and Implement SIT Process</li> <li>ILT/Equity Team attending district Equity meetings.</li> <li>Human Services Team Intervention Documents</li> <li>Implement MTSS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teachers include their classroom behavior management plan on <a href="#">Matrix</a></li> </ul>
Baseline Data by Target Group:		<b>Character Strong (SD1)</b>	<b>PBIS: The Bulldog Way (SD1)</b>
Goal:		<ul style="list-style-type: none"> <li>Professional Development training for advisory SEL curriculum</li> <li>Implementation of the SEL curriculum in Advisory classes</li> </ul> <p><b>PBIS: The Bulldog Way (SD1)</b></p> <ul style="list-style-type: none"> <li>Relationship Challenge for staff</li> </ul> <p><b>Restorative Practices (SD1)</b></p> <ul style="list-style-type: none"> <li>Have SDAS train new staff on how to do restorative chats/circles</li> </ul>	<ul style="list-style-type: none"> <li>“On a Roll” positive student behavior recognition</li> <li>Notifications on Hold, Learning in Progress cell phone campaign</li> <li>Highlight celebrations and share out to staff</li> </ul>

		<ul style="list-style-type: none"> <li>Restorative Practices district committee</li> </ul>	
<b>Family Engagement</b>		<b>Risk Management (SD1)</b> <ul style="list-style-type: none"> <li>ATS Teaching (<a href="#">Document</a>)</li> </ul>	
Evidence of Need:		<b>BUILDING COMMUNITY CONNECTIONS</b> <b>BMS Parent participation in the PACT parent organization (SD1, SD2)</b> <ul style="list-style-type: none"> <li>PACT Recruitment efforts</li> <li>Family stakeholder, parent survey feedback of members</li> <li>Meet with PTO's in feeder elementary schools</li> <li>Parent participation in STEAM Explorer and career events</li> </ul>	
Goal:		<b>STEAM/AVID Programming (SD1, SD3)</b> <ul style="list-style-type: none"> <li>Partnership with CampFire Minnesota for field trip and team building opportunities</li> <li>Partnership with Parker Companies, UMN for STEAM Explorers activities and Physics Day</li> <li>AVID recruitment night</li> <li>Newsletter STEAM Highlights</li> <li>STEAM/AVID/GPS student presenters for feeder elementary building</li> </ul> <b>BMS Community Engagement Committee sponsored events (SD1, SD3):</b> <ul style="list-style-type: none"> <li>Survey participants in school wide evenings events and parent/family interests.</li> </ul> <b>ALL School Family Nights to Highlight STEAM and AVID programs (SD1, SD3)</b> <ul style="list-style-type: none"> <li>STEAM Career Nights</li> <li>AVID Family engagement night</li> </ul>	
<b>Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:</b> <ol style="list-style-type: none"> <li>Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. <b>(SD 1)</b></li> <li>Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. <b>(SD 2)</b></li> <li>Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. <b>(SD 3)</b></li> <li>Create a system of operational innovation, excellence, accountability and sustainability. <b>(SD 4)</b></li> <li>Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. <b>(SD 5)</b></li> </ol>			

<b>2026-27 Goal Priority</b>	<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>
<div> <div>Reading</div> <div>All Students</div> <div> <div>Basic Goal</div> <div>Trans. Goal</div> </div> </div>		<b>LITERACY INSTRUCTION (SD2, SD4, SD5)</b> <u>Building-Wide</u> <b>Teacher Clarity Professional Development Integrated Teacher Clarity, STEAM &amp; AVID Professional Development</b> <ul style="list-style-type: none"> <li>Professional Development to all staff on Teacher Clarity and High Impact Literacy Strategies</li> </ul> <u>Reading Lab 6th gr. REQ: Course</u> Continue a reading elective class for all 6th-grade students (not in Read/Write Lab), so academic material can be read with confidence and fluency in all subjects. Goals: <ul style="list-style-type: none"> <li>develop multisyllabic word reading and spelling skills</li> <li>gain reading fluency</li> <li>build academic vocabulary</li> <li>improve sentence writing</li> <li>use a critical reading process</li> </ul> <u>Resource English Interventions</u> <ul style="list-style-type: none"> <li>Collaboration between Special Ed Resource English teachers and licensed English teachers to learn and develop best practices in their classroom using Amplify curriculum</li> <li>Continue direct service model (pull-out/push-in) for students to work on academic gap filling per student goals and objectives</li> </ul> <u>ML Classes</u> <ul style="list-style-type: none"> <li>Level 1 and 2 ML teachers will assess Level 1 &amp; 2 ML students using the IRLA reading assessment (in collaboration with the ML SDAS) and use the IRLA instructional materials to deliver data-driven, differentiated reading instruction</li> <li>ML teachers and Special Ed team members will review and implement the use of ELlevation strategies</li> <li>Continue using KU Paraphrasing and Summarizing Strategy in ML Classes</li> </ul>	<b>LITERACY INSTRUCTION (SD2, SD4, SD5)</b> <u>Building-Wide</u> <b>Integrated Teacher Clarity, STEAM &amp; AVID Professional Development</b> <ul style="list-style-type: none"> <li>Collaborative time focused on Teacher Clarity process supported by literacy coaches               <ul style="list-style-type: none"> <li>Focus on high impact literacy approaches-</li> <li><a href="#">Surface learning. Deep Learning. Transfer learning</a></li> <li>Tier 2 Vocabulary</li> <li>Align AVID professional development and ELlevation instructional resources with Teacher Clarity work. <a href="#">AVID/ELlevation Matrix</a></li> </ul> </li> <li>Lessons are designed to promote teacher and student clarity.               <ul style="list-style-type: none"> <li>Learning Intentions</li> <li>Success Criteria</li> <li>WICOR/STEAM Value Added Standards when appropriate</li> <li>Lesson conclusion by circling back to Learning Intentions and Success Criteria</li> </ul> </li> </ul> <u>ML Classes</u> <ul style="list-style-type: none"> <li>ML teachers and Special Ed team members will review and implement the use of ELlevation strategies.</li> </ul>
* No data available at this time			

<b>Math</b>			<b>LITERACY INSTRUCTION (SD1, SD2, SD4, SD5)</b> <b>Building-Wide</b> <b>Integrated Teacher Clarity, STEAM &amp; AVID Professional Development</b> <ul style="list-style-type: none"><li>● <u>Support new staff</u> with high impact literacy approaches- Surface learning, Deep Learning, Transfer learning in Collaboration time and PD</li><li>● <u>Support new staff</u> 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"><li>○ Start with Summarizing, Learning Intentions/Success Criteria</li><li>○ Annotating/summarizing when reading (also R in WICOR)</li><li>○ Apply summary skills to Focused Note Taking</li></ul></li><li>● <u>Support new staff</u> framing lesson design for Teacher and Student Clarity.<ul style="list-style-type: none"><li>○ Three learning questions:<ul style="list-style-type: none"><li>■ What do we want students to know?</li><li>■ Why do they need to know it?</li><li>■ How will we know when they have learned it?</li></ul></li><li>○ Learning Intentions</li><li>○ Success Criteria</li><li>○ WICOR/STEAM Value Added Standards when appropriate</li><li>○ Lesson conclusion by circling back to Learning Intentions and Success Criteria</li></ul></li></ul> <b>MATH INTERVENTIONS: (SD1, SD2, SD5)</b> <ul style="list-style-type: none"><li>● Continue implementation of HMH Ed curriculum Math180 in Math Achievers</li><li>● Use of MAP testing in combination with HMH Ed curriculum to monitor student progress</li></ul> <b>RESOURCE MATH: (SD1, SD2, SD5)</b> <ul style="list-style-type: none"><li>● Direct services model→ pull-out/push-in services to support math needs for students based on IEP goals and objectives; highly individualized instruction, students access pull-out group instruction and general education curriculum.</li></ul>	<b>LITERACY INSTRUCTION (SD1, SD2, SD4, SD5)</b> <b>Building-Wide</b> <b>Integrated Teacher Clarity, STEAM &amp; AVID Professional Development</b>  <b>MONITORING ONGOING LEARNING &amp; ADJUSTING TEACHING (SD2, SD5)</b> Implement and analyze evaluation metrics for: <ul style="list-style-type: none"><li>● Math Achievers:<ul style="list-style-type: none"><li>○ CBMmath Automaticity (math facts, 3 times a year)</li><li>○ NWEA Map (three times a year)</li></ul></li><li>● Teachers use a variety of instructional strategies to help tier 1 students access content- this is supported by Collaboration Time and PLT</li></ul>
All Students				
Basic Goal	Trans. Goal			
* No data available at this time				
<b>Student Management</b>			<b>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</b> <b>Culturally Responsive Practices (SD1, SD2, SD4, SD5)</b> <ul style="list-style-type: none"><li>● Catalyst strategies training to new staff<ul style="list-style-type: none"><li>○ Do brief walkthroughs on Catalyst Strategies</li></ul></li></ul>	<b>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</b> <b>Culturally Responsive Practices (SD1, SD2, SD4, SD5)</b> <ul style="list-style-type: none"><li>● Human Services Team</li></ul>
Evidence of Need:				
Student Behavior:				

		<ul style="list-style-type: none"> <li>Human Services Team <ul style="list-style-type: none"> <li>Review and Implement SIT Process</li> <li>Human Services Team Intervention Documents</li> <li>Implement MTSS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ILT/Equity Team attending district Equity meetings.</li> </ul>
Baseline Data by Target Group:			
Goal:		<p><b>Character Strong (SD1)</b></p> <ul style="list-style-type: none"> <li>Professional Development training for advisory SEL curriculum</li> <li>Implementation of the SEL curriculum in Advisory classes</li> </ul> <p><b>PBIS: The Bulldog Way (SD1)</b></p> <ul style="list-style-type: none"> <li>Relationship Challenge for staff</li> </ul> <p><b>Restorative Practices (SD1)</b></p> <ul style="list-style-type: none"> <li>Community Building Circles</li> <li>Use of restorative chats and circles to repair harm in classrooms</li> <li>Have SDAS train new staff on how to do restorative chats/circles</li> <li>Restorative Practices district committee</li> </ul>	<p><b>Risk Management (SD1)</b></p> <ul style="list-style-type: none"> <li>ATS Teaching (<a href="#">Document</a>)</li> </ul>
<b><i>Family Engagement</i></b>		<b>BUILDING COMMUNITY CONNECTIONS</b>	<b>BUILDING COMMUNITY CONNECTIONS</b>
Evidence of Need:		<p><b>BMS Parent participation in the PACT parent organization (SD1, SD2)</b></p> <ul style="list-style-type: none"> <li>Parent participation in STEAM Explorer and career events</li> </ul>	<p><b>BMS Parent participation in the PACT parent organization (SD1, SD2)</b></p> <ul style="list-style-type: none"> <li>PACT Recruitment efforts</li> <li>Family stakeholder, parent survey feedback of members</li> <li>Meet with PTO's in feeder elementary schools</li> </ul>
Goal:		<p><b>STEAM/AVID Programming (SD1, SD3)</b></p> <ul style="list-style-type: none"> <li>Partnership with CampFire Minnesota for field trip and team building opportunities</li> <li>Partnership with Parker Companies, UMN for STEAM Explorers activities and Physics Day</li> <li>AVID recruitment night</li> <li>Newsletter STEAM Highlights</li> <li>STEAM/AVID/GPS student presenters for feeder elementary building</li> </ul> <p><b>BMS Community Engagement Committee sponsored events (SD1, SD3):</b></p> <ul style="list-style-type: none"> <li>Survey participants in school wide evenings events and parent/family interests.</li> </ul> <p><b>ALL School Family Nights to Highlight STEAM and AVID programs (SD1, SD3)</b></p> <ul style="list-style-type: none"> <li>STEAM Career Nights</li> <li>AVID Family engagement night</li> </ul>	

**Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:**

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

## 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. 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. Minimum = 10 and Maximum = 97. Goals for 2022 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. Minimum = 15 and Maximum = 99.					
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 were added starting in 2023: **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 2021	Results Spring 2022	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal	Results Spring 2024	2025 Basic Goal	2025 Trans. Goal
<b>All Students</b>	<b>55.1</b>	<b>53.3</b>	<b>47.4</b>	<b>53.3</b>	<b>58.3</b>	<b>50.8</b>	<b>58.7</b>	<b>63.7</b>
Grade 6	59.5	49.8	50.5	60.5	65.5	56.3	61.5	66.5
Grade 7	54.2	48.2	44.2	48.7	53.7	50.9	56.8	61.8
Grade 8	51.6	60.7	47.9	50.2	55.2	45.4	56.8	61.8
Am Indian		40.9	30.6	29.2	34.2	21.4	45.1	50.1
Asian		52.8	47.9	48.2	53.2	46.2	56.5	61.5
Black		45.9	43.4	51.8	56.8	47.5	56.3	61.3
Hispanic		43.1	39.1	45.0	50.0	44.3	50.5	55.5
White		73.5	63.5	73.7	78.7	70.7	78.0	83.0
Multiracial		60.3	51.4	60.1	65.1	60.2	65.2	70.2
ML/EL		18.4	16.7	20.0	25.0	15.5	25.1	30.1
ML Exited (2+ Yrs)*			45.9	63.1	68.1	61.3	78.8	83.8
Non Eng Not ML (6yrs)*			63.3	68.0	73.0	66.9	77.2	82.2
Spec Ed		24.1	15.2	27.5	32.5	24.4	27.9	32.9
Free/Red. Price Meals		46.5	42.7	46.5	51.5	44.8	56.9	61.9
Female		58.6	50.8	56.2	61.2	54.7	63.9	68.9
Male		48.2	44.0	50.6	55.6	47.3	53.6	58.6

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

Group	FastBridge Results Spring 2022		FastBridge Results Spring 2023		FastBridge Results Spring 2024	
	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	38%	14%	35%	13%	33%	12%
All Students - Site	28%	9%	21%	5%	20%	5%
Grade 6	24%	9%	21%	5%	26%	7%
Grade 7	27%	7%	22%	4%	21%	3%
Grade 8	33%	12%	21%	7%	15%	5%
Am Ind	20%	20%	20%	20%	n<5	n<5
Asian	27%	6%	18%	4%	19%	2%
Black	25%	9%	21%	6%	19%	6%
Hispanic	30%	14%	21%	5%	27%	11%
White	33%	8%	27%	6%	21%	3%
Multiracial	31%	14%	23%	7%	17%	5%
EL/ML	19%	9%	15%	2%	23%	6%
ML Exited (2+Yrs)			21%	6%	24%	6%
Non-Eng Not ML (6yrs)			17%	3%	20%	2%
SPED	24%	11%	26%	7%	19%	8%
F/R Meals	25%	8%	20%	6%	21%	5%
Female	27%	9%	21%	4%	20%	5%
Male	29%	10%	21%	7%	20%	5%
Very Low Risk	33%	8%	23%	4%	20%	3%
Low Risk	32%	10%	24%	7%	21%	3%
Some Risk	29%	10%	20%	5%	12%	2%
High Risk	21%	10%	18%	5%	25%	8%



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 50th percentile 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 75th percentile or higher based on students within their grade level nationally				
Typical Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 50th pctl			
	Target	The range between one percentile point above baseline and one point below the 75th pctl			
Color Coding	Below Baseline Lo 1-22	Below Baseline Hi 23-44	Baseline 45-56%	Target Lo 57-65%	Target Hi 66-74%
Aggressive Growth Goals	Below Baseline	The range between the 1st pctl and one point below the baseline range			
	Baseline	The range between the local and national 75th pctl			
	Target	The range between one percentile point above baseline and one point below the 99th pctl			
Color Coding	Below Baseline Lo 1-9	Below Baseline Hi 10-19	Baseline 20-31%	Target Lo 32-40%	Target Hi 41+

Note: The percentage of students making aggressive growth are also included in the percentage of those making typical growth.

Group	FastBridge Results Spring 2022		FastBridge Results Spring 2023		FastBridge Results Spring 2024	
	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	45%	21%	46%	19%	41%	19%
All Students - Site	42%	19%	34%	13%	34%	12%
Grade 6	33%	13%	30%	8%	36%	11%
Grade 7	43%	19%	35%	17%	39%	13%
Grade 8	48%	24%	36%	14%	28%	11%
Am Ind	20%	20%	60%	20%	n<5	n<5
Asian	44%	20%	31%	12%	33%	11%
Black	39%	16%	33%	14%	35%	11%
Hispanic	45%	27%	40%	15%	38%	19%
White	42%	15%	34%	12%	27%	10%
Multiracial	41%	22%	31%	13%	31%	9%
EL/ML	38%	18%	33%	14%	38%	21%
ML Exited (2+Yrs)			44%	15%	38%	13%
Non-Eng Not ML (6yrs)			26%	8%	29%	9%
SPED	41%	22%	37%	21%	40%	21%
F/R Meals	41%	18%	33%	13%	37%	13%
Female	41%	17%	36%	12%	32%	10%
Male	42%	21%	31%	14%	35%	14%
Very Low Risk	34%	9%	24%	6%	21%	2%
Low Risk	46%	17%	35%	12%	31%	5%
Some Risk	44%	25%	37%	17%	33%	11%
High Risk	43%	23%	38%	16%	45%	25%

## Reading (cont.)

### Balanced Assessment

Priority One: READING		Measure: Balanced Assessment	
Column Header			
Purpose	This report seeks to show the extent to which Spring course grades and assessments in the district are in alignment with each other.		
Spring Assessment Variance	This column shows the standard deviation calculation across all spring assessments. Standard deviation is a measure of how dispersed the data is in relation to the mean. A larger standard deviation means that spring scores did not align across assessments.		
Color Coding for ELA Grades, aReading & MCA Reading	Lowest three scores at this school	Middle range scores at this school	Highest three scores at this school
Color Coding for Spring Assessment Variance	Low alignment (variance more than 17%)	Average alignment (variance from 5% to 17%)	High alignment (variance below 5%)
*Results for two specific multilingual (ML) related groups are included: <b>Non Eng Not ML (6yrs)</b> includes non-English home language students who did not receive ML services in any of the past six school years; <b>ML Exited (2+ Yrs)</b> refers to students who previously received ML services but were exited prior to the the last two school years.			

Balanced Assessment Indicator:	Summative Assessment						District Benchmark Assessment						External Standardized Assessment		Spring Assessment Variance
Student Group	Secondary ELA Mark (B or better*)						FastBridge aReading (Low or Very Low Risk)						MCA Reading (Proficient)		
	Fall		Winter		Spring		Fall		Winter		Spring		Spring		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
All students	835	63%	759	70%	838	62%	835	49%	759	45%	801	41%	826	39%	13%
Grade 6	291	79%	278	71%	288	70%	291	51%	278	47%	287	48%	285	50%	12%
Grade 7	241	48%	233	63%	250	48%	241	49%	233	42%	234	40%	248	38%	6%
Grade 8	303	61%	248	77%	300	67%	303	47%	248	46%	280	36%	293	30%	20%
American Indian															
Asian	256	68%	241	76%	259	73%	256	41%	241	33%	253	33%	259	32%	24%
Black	278	54%	241	62%	273	51%	278	49%	241	46%	253	41%	267	35%	8%
Hispanic	110	57%	98	61%	110	54%	110	42%	98	43%	107	35%	109	38%	10%
White	109	78%	102	81%	108	73%	109	70%	102	70%	106	63%	106	64%	5%
Multiracial	78	68%	75	75%	85	62%	78	59%	75	53%	79	48%	82	44%	10%
ML/EL	124	36%	111	41%	125	44%	124	10%	111	4%	121	7%	125	4%	22%
ML Exited (2+ Yrs)*	74	76%	71	83%	73	64%	74	55%	71	56%	73	47%	73	49%	10%
Non Eng Not ML (6 Yrs)*	162	81%	153	84%	172	80%	162	64%	153	59%	164	53%	172	56%	14%
Spec Ed	74	46%	73	59%	69	54%	130	13%	119	14%	126	10%	134	16%	24%
Free/Red. Price Meals	535	56%	471	65%	530	57%	535	43%	471	39%	504	35%	524	33%	14%
Female	412	70%	373	75%	407	70%	412	53%	373	51%	394	46%	401	44%	14%
Male	423	57%	386	65%	431	55%	423	45%	386	40%	407	37%	425	35%	11%

**Math:****MCA Math Index Rates**

Priority Two: MATHEMATICS				Measure: MCA Proficiency (Index Rates)					
Column Header									
Index Rate				Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested. 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. Minimum = 10 and Maximum = 97. Goals for 2022 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. Minimum = 15 and Maximum = 99.					
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 were added starting in 2023: **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 2021	Results Spring 2022	Results Spring 2023	2024 Basic Goal	2024 Trans. Goal	Results Spring 2024	2025 Basic Goal	2025 Trans. Goal
<b>All Students</b>	<b>36.6</b>	<b>33.9</b>	31.7	<b>35.3</b>	<b>40.3</b>	<b>35.3</b>	<b>37.8</b>	<b>42.8</b>
Grade 6	30.6	29.8	31.8	37.5	42.5	38.4	37.2	42.2
Grade 7	43.1	28.8	31.9	31.1	36.1	37.2	36.9	41.9
Grade 8	36.3	41.9	31.5	36.7	41.7	30.7	39.6	44.6
Am Indian	25.0	21.4	11.1	10.0	15.0	7.1	28.3	33.3
Asian	41.7	35.6	34.0	34.4	39.4	35.8	40.6	45.6
Black	22.6	22.3	25.2	29.5	34.5	28.1	32.3	37.3
Hispanic	24.3	21.8	17.6	22.1	27.1	24.5	26.7	31.7
White	61.9	62.9	60.6	64.0	69.0	61.3	59.6	64.6
Multiracial	41.7	38.2	30.6	36.6	41.6	36.7	40.9	45.9
ML/EL	6.7	6.1	9.8	10.0	15.0	11.2	13.8	18.8
ML Exited (2+ Yrs)*			22.4	33.3	38.3	33.3	48.2	53.2
Non Eng Not ML (6yrs)*			41.0	49.2	54.2	48.5	54.8	59.8
Spec Ed	9.4	19.1	16.7	21.9	26.9	23.6	19.4	24.4
Free/Red. Price Meals	24.8	25.4	24.6	27.8	32.8	28.4	33.9	38.9
Female	36.8	32.5	29.8	33.2	38.2	33.4	38.7	43.7
Male	36.4	35.1	33.6	37.2	42.2	37.1	36.9	41.9

## Math (cont.)

### FastBridge Math Growth by Start Score

Priority Two: MATH		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 1-23	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		FastBridge Results Spring 2024	
	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	50%	24%	45%	20%	45%	22%
All Students - Site	33%	12%	36%	10%	27%	10%
Grade 6	29%	10%	37%	9%	30%	14%
Grade 7	31%	12%	38%	11%	26%	7%
Grade 8	37%	13%	33%	9%	25%	9%
Am Ind	20%	0%	60%	40%	n<5	n<5
Asian	38%	13%	36%	11%	26%	9%
Black	27%	9%	37%	10%	24%	8%
Hispanic	32%	16%	34%	9%	23%	9%
White	37%	15%	36%	14%	34%	13%
Multiracial	30%	10%	31%	4%	35%	17%
EL/ML	41%	19%	34%	11%	26%	11%
ML Exited (2+Yrs)			30%	9%	17%	2%
Non-Eng Not ML (6yrs)			42%	12%	29%	13%
SPED	35%	16%	30%	10%	23%	8%
F/R Meals	29%	9%	36%	9%	26%	9%
Female	32%	12%	37%	9%	27%	10%
Male	33%	12%	34%	11%	26%	10%
Very Low Risk	43%	17%	45%	17%	39%	20%
Low Risk	26%	7%	30%	6%	19%	4%
Some Risk	28%	11%	33%	7%	20%	8%
High Risk	33%	13%	35%	10%	28%	9%

**FastBridge Math Growth by All**

Priority Two: MATH					
Measure: Growth (% Making F-S Natnl Growth by All Pctl)					
Column Header	Definition				
<b>Typical Growth by All</b>	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				
<b>Aggressive Growth by All</b>	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				
<b>Typical Growth Goals</b>	<b>Below Baseline</b>	The range between the 1st pctl and one point below the baseline range			
	<b>Baseline</b>	The range between the local and national 50th pctl			
	<b>Target</b>	The range between one percentile point above baseline and one point below the 75th pctl			
<b>Color Coding</b>	<b>Below Baseline Lo</b> 1-23	<b>Below Baseline Hi</b> 24-47%	<b>Baseline</b> 48-53%	<b>Target Lo</b> 54-64%	<b>Target Hi</b> 65-74%
<b>Aggressive Growth Goals</b>	<b>Below Baseline</b>	The range between the 1st pctl and one point below the baseline range			
	<b>Baseline</b>	The range between the local and national 75th pctl			
	<b>Target</b>	The range between one percentile point above baseline and one point below the 99th pctl			
<b>Color Coding</b>	<b>Below Baseline Lo</b> 1-10	<b>Below Baseline Hi</b> 11-21	<b>Baseline</b> 22-28%	<b>Target Lo</b> 29-39%	<b>Target Hi</b> 40+

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		FastBridge Results Spring 2024	
	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
<b>All Students - Nation</b>	50%	25%	50%	25%	50%	25%
<b>All Students - District</b>	51%	25%	46%	21%	44%	21%
<b>All Students - Site</b>	35%	14%	38%	15%	31%	11%
Grade 6	30%	9%	34%	12%	36%	14%
Grade 7	34%	17%	41%	16%	29%	9%
Grade 8	40%	16%	37%	16%	28%	10%
Am Ind	60%	0%	60%	60%	n<5	n<5
Asian	40%	15%	39%	16%	36%	11%
Black	30%	12%	39%	15%	25%	10%
Hispanic	36%	22%	42%	15%	27%	10%
White	40%	16%	31%	15%	34%	11%
Multiracial	30%	9%	31%	5%	36%	16%
EL/ML	39%	25%	35%	15%	32%	12%
ML Exited (2+Yrs)			39%	16%	28%	3%
Non-Eng Not ML (6yrs)			49%	18%	31%	13%
SPED	40%	15%	31%	15%	32%	11%
F/R Meals	33%	13%	39%	15%	31%	11%
Female	34%	14%	40%	16%	30%	10%
Male	37%	14%	35%	14%	32%	12%
Very Low Risk	27%	3%	41%	18%	37%	14%
Low Risk	40%	13%	37%	13%	25%	8%
Some Risk	33%	20%	39%	14%	26%	11%
High Risk	35%	17%	34%	14%	34%	11%

**Balanced Assessment**

Priority Two: MATHEMATICS			Measure: Balanced Assessment
Column Header			
Purpose	This report seeks to show the extent to which 2023-24 course grades and assessments in the district are in alignment with each other.		
Spring Assessment Variance	This column shows the standard deviation calculation across all spring assessments. Standard deviation is a measure of how dispersed the data is in relation to the mean. A larger standard deviation means that spring scores did not align across assessments.		
Color Coding for Math Grades, aMath & MCA Math	Lowest three scores at this school	Middle range scores at this school	Highest three scores at this school
Color Coding for Spring Assessment Variance	Low alignment (variance more than 17%)	Average alignment (variance from 5% to 17%)	High alignment (variance below 5%)
*Results for two specific multilingual (ML) related groups are included: <b>Non Eng Not ML (6yrs)</b> includes non-English home language students who did not receive ML services in any of the past six school years; <b>ML Exited (2+ Yrs)</b> refers to students who previously received ML services but were exited prior to the the last two school years.			

Balanced Assessment Indicator:	Summative Assessment						District Benchmark Assessment						External Standardized Assessment	Spring Assessment Variance	
Student Group	End of Trimester Math Grade (B or better*)						FastBridge aMath (Low or Very Low Risk)						MCA Math (Proficient)		
	Tri 1		Tri 2		Tri 3		Fall		Winter		Spring		Spring		
	N	%	N	%	N	%	N	%	N	%	N	%	N		%
All students	826	71%	821	65%	854	63%	826	38%	821	26%	874	26%	897	19%	24%
Grade 6	290	93%	286	85%	296	85%	290	38%	286	33%	296	32%	306	25%	33%
Grade 7	241	51%	245	51%	254	54%	241	38%	245	23%	258	22%	267	17%	20%
Grade 8	295	65%	290	57%	304	49%	295	38%	290	22%	320	23%	324	15%	18%
American Indian															
Asian	256	79%	256	76%	259	76%	256	39%	256	27%	268	28%	275	18%	31%
Black	276	64%	265	54%	280	49%	276	31%	265	19%	286	17%	291	13%	20%
Hispanic	104	68%	110	61%	119	58%	104	24%	110	18%	126	15%	133	11%	26%
White	109	77%	108	74%	113	77%	109	64%	108	52%	112	54%	112	46%	16%
Multiracial	77	68%	80	63%	80	61%	77	42%	80	23%	79	27%	82	17%	23%
ML/EL	131	61%	134	57%	144	59%	131	8%	134	2%	155	3%	162	1%	33%
ML Exited (2+ Yrs)*	73	74%	71	76%	73	77%	73	42%	71	28%	69	28%	74	16%	32%
Non Eng Not ML (6 Yrs)*	156	81%	163	73%	171	70%	156	54%	163	39%	169	42%	174	28%	21%
Spec Ed	70	63%	70	60%	68	66%	70	17%	70	14%	121	11%	117	9%	33%
Free/Red. Price Meals	529	68%	513	61%	537	59%	529	31%	513	19%	546	19%	568	11%	26%
Female	401	75%	399	72%	415	70%	401	35%	399	26%	415	25%	428	18%	28%
Male	425	67%	422	59%	439	57%	425	40%	422	26%	459	27%	469	19%	20%