



Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Minnesota Education Grant System](#) (MEGS). You can copy your responses from this template into MEGS.

If your district or charter does not utilize Every Student Succeeds Act (ESSA) funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to CACR.MDE@state.mn.us.

District or Charter Name: Hibbing Public Schools

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CACR Contact Title: Director of Teaching & Learning

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Annual Public Meeting

These annual public meetings are to be held in the fall of each school year. December 10, 2025

CACR Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to families and community partners:

<https://www.isd701.org/departments/curriculum-instruction-and-assessment>

Survey(s) of Staff, Students, and Families

CACR Requirement: Each school district must periodically survey affected constituencies, in their home language(s) where appropriate and practicable, about their connection to and level of satisfaction with school.

Summarize the results of your most recent survey(s) of staff, students, and families. Hibbing Public Schools gathered stakeholder input through the strategic planning process in October of 2020, which included diverse representatives from families, staff, administration, board members, and community partners. The resulting analysis highlights shared perceptions of district strengths and improvement needs across

buildings and programs. The most recent districtwide feedback process affirms that Hibbing Public Schools is viewed positively for its strong academics, experienced staff, safe facilities, and diverse programs. At the same time, students, families, and staff share aligned priorities for improvement – most notably mental health supports, facility and schedule enhancements, and retention of students in the district. To ensure this feedback remains current, the district will conduct a new strategic planning cycle in Spring 2026, which will again incorporate broad stakeholder surveys – including opportunities for families to provide input in their home languages where appropriate and practicable. This ongoing process reflects the district's commitment to continuously strengthening student learning, school climate, and community partnership.

Goals and Results

All Students Ready for School

| Goal | Result | Goal Status |
|---|---|---|
| <p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>Percentage of students within the RSG program that will be at age level by the end of the school year on the TS Gold for each of the following categories will be:</p> <p>Social emotional = 80% 91% - Met Physical = 96% 90% - Not Met Language = 85% 83% - Not Met Cognitive = 82% 88% - Met Literacy = 92% 94% - Met</p> <p>Math = 88% 88% - Met</p> | <p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>The program met benchmarks in five out of six developmental domains. Areas not yet meeting age-level expectations (Physical and Language) will be targeted for continued instructional focus and intervention strategies in the upcoming year. ELC Action Plan Results - We implemented targeted social skills groups for students identified by their teachers as needing additional support. <i>Everyday Speech</i> lessons were delivered daily by our specialist in every classroom, and we continued to utilize the CEM framework. Our team met monthly to review classroom practices, analyze what was working well, and determine adjustments needed to better support students. TS Gold data was collected and reviewed regularly to monitor student progress and identify specific skill areas requiring continued intervention. Additionally, all teachers completed Read Act training, strengthening their instructional knowledge and strategies for effectively teaching foundational reading skills.</p> | <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> N/A (no kindergarten enrollment)</p> |

Close the Achievement Gap(s) Between Student Groups

| Goal | Result | Goal Status |
|-------------|---------------|--------------------|
|-------------|---------------|--------------------|

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|--|---|--|
| <p>Provide the established Smart goal for 2024-25 School Year.</p> <ul style="list-style-type: none"> • The percentage of all American Indian students enrolled October 1 in grades 3-11 at Hibbing Public Schools who are proficient on all MATH state accountability tests (MCA, MTAS) will increase from 34% in 2024 to 50% in 2025. 33% - Not Met • The percentage of all American Indian students enrolled October 1 in grades 3-10 at Hibbing Public Schools who are proficient on all READING state accountability tests (MCA, MTAS) will increase from 42% in 2024 to 50% in 2025. 34% - Not Met | <p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>Although the district did not reach the performance targets this year, the data highlights the critical need for enhanced instructional supports and equity-focused strategies to accelerate progress for American Indian learners. Across all school sites, efforts focused on strengthening cultural awareness, relationships, and targeted support for Native American students. Multiple buildings hosted Pow-Wows as a schoolwide opportunity to honor Native American heritage and increase cultural understanding among students and staff. In addition, the district's Indian Education Liaison, Chaz Wagner, played a key role in providing weekly engagement, attendance check-ins, and culturally responsive lessons at Washington Elementary, Greenhaven Elementary, and other sites throughout the school year.</p> <p>Schools continued to monitor the needs of Native American learners by encouraging staff to engage in regular communication with administration and student support teams. Various supports were implemented to promote academic growth, including ability grouping in reading and math, first-year implementation of Reveal Math, and after-school Targeted Services.</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> |
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| | <p>At the secondary level, high school staff worked proactively to identify Native American students who would benefit from increased attention and support, ensuring teachers had relevant information to promote meaningful academic and social-emotional connections. Cultural benchmarks within MDE standards were also emphasized through classroom content and advisory lessons. Overall, buildings demonstrated a collective commitment to cultural responsiveness, relationship-building, and strategic academic supports aimed at improving outcomes and school belonging for Native American learners.</p> | |
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All Students Ready for Career and College

| Goal | Result | Goal Status |
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| <p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>Assess the current implementation of the Minnesota CCR competencies' four domains: Employability Skills, Mindsets and Social Awareness, Career Development, and Transitional Knowledge in the 9th-12th grade courses at HHS.</p> | <p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>Hibbing High School met its goal of ensuring all students are prepared for career and college by evaluating the implementation of Minnesota's Career and College Readiness (CCR) competencies across grades 9-12. Progress included significant improvements to the 9th-grade College and Career Readiness course, development of Personalized Learning Plans, and expansion of our Career Academies to connect students with industry-aligned learning pathways. Students engaged in resume writing and other career-preparation activities in English courses, attended college and military representative visits, participated in a College Fair at Minnesota North College - Hibbing, and met with counselors to support postsecondary planning.</p> | <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> |
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| | <p>The Career Academy office plays a vital role in this work by serving as a student hub for pathway advising, college information, and program enrollment. It coordinates job-shadowing, apprenticeships, work-based learning placements, and industry tours as part of each academy's progression toward earning Career Academy Honors. It also recruits and schedules guest speakers from healthcare, engineering, trades, education, and performing arts fields to provide students with real-world insights. Additionally, the office collaborates with academy leads to maintain career-focused course sequences, support credentialing opportunities, and strengthen partnerships with local businesses and community organizations.</p> <p>Collectively, these efforts expanded real-world learning experiences, strengthened career-connected instruction, and increased intentional support for students as they explore and prepare for future education and career pathways.</p> | |
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All Students Graduate

| Goal | Result | Goal Status |
|---|---|--|
| <p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>100% graduation</p> | <p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>Hibbing High School aimed for a 100% graduation rate, but the 2024 rate of 89% did not meet the goal. To support seniors in completing their requirements, the school implemented multiple targeted interventions. A senior hold list was monitored regularly, and staff maintained frequent communication with students to address academic and engagement concerns. Individual senior meetings were held to review progress toward graduation, verify credits, and provide guidance on scholarships and postsecondary planning. Additionally, the Alternative Learning Program (ALP) offered a flexible credit-recovery pathway to help students remain on track. While the goal was not fully achieved, these strategies reflect continued commitment to ensuring all students successfully graduate from high school.</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> N/A (no 12th grade enrollment)</p> |

All Students Prepared to be Lifelong Learners

| Goal | Result | Goal Status |
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| <p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>Establish Personalized Learning Plans for Grades 9-12 to be Implemented in 25-26.</p> | <p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>Hibbing High School met its goal of ensuring students are ready for career and college by strengthening implementation of the Minnesota CCR competencies in grades 9-12. Key actions included improving the 9th-grade College and Career Readiness course, expanding Personalized Learning Plans, participating in professional development to support alignment with CCR expectations, and continuing to build out the Career Academies. Students participated in authentic career-connected learning such as resume writing, field trips, and college and military visits. A College Fair and counselor-led class meetings further supported postsecondary planning. These efforts collectively increased students' access to experiences and skills aligned with employability, career development, social awareness, and successful transitions beyond high school.</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> |