COLORADO
Department of Education

Colorado's Unified Improvement Plan for Schools

Centennial High School UIP 2023-24 | **School:** Centennial High School | **District:** Pueblo City 60 | **Org ID:** 2690 | **School ID:** 1402 | **Framework:** Priority Improvement Plan: Decreased due to Participation | **Draft UIP**

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- *Attendance, Participation and Engagement growth in all school activities*
- Student and Family Involvement
- Student attendance and participation

- *MTSS system development and implementation*
- Intervention systems alignment

Access the School Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Centennial High School is the oldest high school in Pueblo, Colorado and has been serving the Pueblo Community since 1876. We are a comprehensive high school that services 850 students for the 2023-24 school year. Centennial has a rich history of tradition and positive impact on student and community culture. An example of this would be the storied "Bell Game" which is the oldest high school football rivalry west of the Mississippi river. The rivalry has been played for 123 years between Centennial High School and cross town rival Central High School. The game regularly sells out (15,000 fans), making it an embedded part of the city of Pueblo's culture in addition to the schools involved.

Continuing the rich history of Centennial is the construction of our new, state of the art Centennial HIgh School building. The amenities of this new school will help enhance learning for Pueblo students for the next 50 years. Built like a college campus, this new building provides state of the art facilities including industry grade Career and Technology learning spaces. These spaces include a clinical setting for our Health Academy, production space for our Bulldog TV program, boardroom specific space and retail space for our Business Marketing program, high-tech labs for our Cybersecurity program and a state of the art shop for our Construction Technology program. Utilization of these new facilities will aid our staff and students in attaining a high caliber education as we continue striving to help our students thrive in life.

According to trend data, there was a sharp decrease in student enrollment from 2020-2021, student enrollment currently remains steady at around 850 students over the past three years. Our minority student population is 74% which remains stable with a slight increase each year according to our three year trend data. Further analysis of our trend data shows that while our population continues to remain steady there has been a slight increase each year in free and reduced lunch percentage from 56% in 2021-22 to 60% in 2022-23.

Centennial High School prides itself on providing a comprehensive, excellent, and rigorous education for the students it serves. The first example of this is reflected in our school data which shows an increase in framework score from 47.6 in 2021-22 to a 50.9 in 2022-23. The results are a reflection of our focus on the teaching-learning cycle and the development of standards based curriculum, development of assessments that are aligned and measure standard mastery, and development of intervention and enrichment programs to emphasize growth, rigor and mastery for all. We are proud that our scores show that we outperformed all District 60 high schools in SAT and PSAT9. In addition, we were the top performing school in PSAT 10 Math. With that said, we recognize that our status decreased to Priority Improvement due to low participation rate, and this is an identified focus for Centennial to address this year.

Another example would be the long standing focus on Advanced Placement (AP) curriculum which is taught by our credentialed staff members to provide an intro-level college curriculum in a variety of contents. Currently, one fourth of our students are enrolled in at least one of the 26 AP courses we offer which all culminate with our students taking the AP exam. A third example of our focus on rigor would be the eleven Senior to Sophomore classes which allow students to take college level courses taught by our credentialed staff and leading to students earning both college and high school credits. A final example would be the 12 honors classes that we offer to students in every grade level and content area. The honor classes offer an opportunity for deeper learning of traditional material for those students who wish to challenge themselves. The dedicated staff of Centennial High School believes this multi-tiered approach to learning leads to learning and growth for all students despite their entry level mastery.

The Centennial High UIP was developed by a coalition from Centennial High School which included administrators, teachers and support staff. Full staff meetings took place to identify root causes and identify actions that address root causes. The building leadership team (BLT) then reviewed this information and condensed it into focused root causes and developed action steps to address them. The BLT met on several occasions and the department chairs met twice to aid in developing the plan.

We reviewed and analyzed two years of PSAT 9 and 10 and SAT performance data, CMAS assessment data, and school matriculation data.

Other data evaluated included two year matriculation data, graduation rate data, and dropout data from the years 2021-2022 and 2022-2023.   We analyze and consider these trends as a summative view of our work with recent classes as it directly aligns with post secondary and workforce readiness portion of our SPF. While academic achievement and growth data will be relied heavily upon for addressing priority challenges and actions steps, our matriculation, graduation, and dropout data provide meaningful data to focus on as well. Our matriculation data reveals that we declined 11% from 2022 with a current rate of 44.9% for 2023. Our graduation data shows that we are stable in comparison to 2022 (and years prior) with a rate of 94.9% in 2023. This includes our seven year rate of 94.9% which garnered us an exceeds rating in 2023 SPF. Lastly, our dropout data showed an increase from .8% in 2022 to 3.1% in 2023. These are important trend data in monitoring our success of preparing students for post secondary and workforce readiness.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

Reflection on academic achievement targets for 2022-23:
Performance Indicator: Academic Achievement

Target: *Math - For all students and all subgroups in PSAT9, PSAT10, and SAT, our target goal will be to achieve a mean scale score of 413.*

Reflection - We were extremely close to attaining our target for all students with a 412.1 mean scale score, which is very encouraging and reinforces the planning and effort put into attaining this target. While we were close to attaining the target, we did show a 4% increase compared to 2022. We also were very close to attaining our target for minority students as we attained a 409.6 mean scale score, which also is encouraging and reinforces our efforts. Again, while we did not meet the target, we saw a significant 15.6% increase from 2022. We believe our focus on lesson planning, assessment, DDI, intervention,

and enrichment school wide combined with focused instructional delivery aided in our students ability to nearly attain these targets and show increases from last year's data.

We missed our target with our free and reduced population as they attained a 398.7 mean scale score and our students with disabilities population with a 336.4 mean scale score. While free and reduced students' mean scale score remained stable from 2022 to 2023 our mean scale score lowered to 336.4 with our students with disabilities. While we worked diligently to implement processes and opportunities for differentiation and intervention for all students, these efforts did not correlate with these sub group populations. Strategies to intervene with these two subgroups are needed and will be developed and implemented in this plan.

Target: ELA - For all students in PSAT9, PSAT10, and SAT, our target goal will be to achieve a mean scale score of 440.

Reflection - We did not meet our target for all students as we attained a 429.1 mean scale score. We only increased 1% from 2022 in this area and it appears that, despite our school wide focus on lesson planning, assessment, DDI, intervention, and enrichment school wide combined with focused instructional delivery, it did not correlate with improvement on this target. While we worked diligently to implement processes and opportunities for differentiation and intervention for all students, these efforts did not correlate with these sub group populations. Strategies to intervene with these two subgroups are needed and will be developed and implemented in this plan.

Target: For all EBRW subgroups, our target goal will be to achieve a mean scale score of 423.5.

Reflection - We did not attain our target for the following subgroups; Free and reduced (398.7), Minority students (420.3), Multilingual learners (361.9) and Students with disabilities 336.4). Despite missing our targets, we did see increases with our Minority student population (5%), Multilingual learners (2%), and our students with disabilities (5%) from 2022 data. While we worked diligently to implement processes and opportunities for differentiation and intervention for all students, these efforts did not correlate with these sub group populations. Strategies to intervene with these two subgroups are needed and will be developed and implemented in this plan.

Performance Indicator: Academic Growth

Target: For all students and all subgroups in PSAT9, PSAT10 and SAT, our target goal is to increase the MGP score 50 in Math

Reflection - We exceeded our goal of 50 MGP in Math, attaining a 51 MGP for all students. Compared to last year's 41.5 MGP, we are excited that we made an significant increase of 9.5 MGP in one year. We also attained a 51 MGP with our Free and Reduced students and Minority students. Compared to 2022 data, our Minority student population MGP increased 11.5 and our Free and Reduced student population increased significantly to 12.5 in comparison.

We believe our focus on lesson planning, assessment, DDI, intervention, and enrichment school wide combined with focused instructional delivery aided in our students ability to nearly attain these targets and show increases from last year's data. We missed our target MGP of 50 with our Students with Disabilities subgroup (33MGP) and our Multi lingual subgroup (44MGP). Both came in significantly lower than the other subgroups for 2023, but we did see an increase with our Students with Disabilities of 4 MGP. While we worked diligently to implement processes and opportunities for differentiation and intervention for all students, these efforts did not correlate with these sub group populations. Strategies to intervene with these two subgroups are needed and will be developed and implemented in this plan.

Target: For all students and all subgroups in PSAT9, PSAT10 and SAT, our target goal is to increase the MGP score 50 in ELA

.**Reflection -** We did not meet our target of 50 MGP in any subgroup in 2023. Our MGP attained for all students was 43, Free and Reduced students attained a 45.9, and our Minority students attained a 46. While we did not reach our target of 50 MGP, we did see increases in all three subgroups compared to 2022 data. Our all students subgroup increased from 39MGP to a 43MGP for an increase of 4 in a year. Our Free and Reduced students increased from a 39MGP to a 45MGP for an increase of 6 in a year. Our Minority Students subgroup increased the most from 38MGP to 46MGP for an increase of 8 in a year. While we worked diligently to implement processes and opportunities for differentiation and intervention for all students, these efforts did not correlate with these sub group populations. Strategies to intervene with these two subgroups are needed and will be developed and implemented in this plan.

Performance Indicator: Postsecondary & Workforce Readiness

Target: For all students and all subgroups in SAT, our target goal is to increase the mean scale score to 458.

Reflection - We exceeded our goal of 458 mean scale score in the following subgroups:

EVRW - all Students - 474.3 - compared to 2022, our mean scale score increased 16.9% for this subgroup.

EBRW - Free and Reduced - 457.9 - compared to 2022, our mean scale score increased 46.9% for this sub group.

EBRW - Minority Students - 463.8 - compared to 2022, our mean scale score increased 56.9%.

Target: - Raise our matriculation rate to 62%.

Reflection - We missed our target matriculation rate for 2023 scoring a 44.9% . While we took an unexpected dip in matriculation rate, we did see an increase in our 2 year matriculation rate from 10.1% in 2022 to 18% in 2023. We will continue to analyze root causes for this one year decline in matriculation rate.

Target: Decrease the dropout rate to .5 for all students and subgroups.

Reflection - We did not meet our target for dropout rate of .5% for 2023. We did increase to 3.1% from fro .8 % in 2022. This is the first increase in several years as we were at 2.5% in 2019 lowering the rate to .8% in 2022. We do attribute part of the rate increase due to a district change in our requirements for our students with disabilities moving to the District 60 Transition House. Students receive diplomas after completion of the CT House program, but several students did

not complete their Demonstration of Competency credit and did not qualify to receive their diploma.

Target: For all students and all subgroups our target goal is to increase graduation rate to 95%.

Reflection - We did meet our target for graduation rate in 2023 with a best of 94.9% rating. This is up slightly from 2022 data. We are proud that we are consistently in the upper 90% for this measure. We continue to strive for higher graduation rates.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

As a school, we will continue to focus on the teaching and learning cycle, utilizing evidence based strategies to lead our work. After analysis of our data, we believe that we are focusing on the correct goals as our performance score rose to 50.9. This was an increase from 2022 performance score of 47.6 and it places us 3 points from a performance rating. We have utilized our School Performance Framework data to guide our 90 day plan (goals for the 202-24 SY) and adjustments to our goals and action steps directly stem from this data as well as NWEA growth data and school culture data collected and analyze. While we are proud of our overall increase in performance score and our significant increase in overall Math, we recognize that we still have work to do in ELA and several subgroups. These are reflected in our school goals and 90 day plan.

We also recognize that for the first time, our participation rate for State testing dipped just below the 95% requirement and has affected our rating. We take this very seriously and have embedded strategies in our 90 day plan to prepare families for the importance of the exams. While the dip was small and hasn't been a trend, we are very focused in increasing our rate to reach 95% or above every year.

Our goals, as reflected in our 90 day and aligned in our UIP, are to improve our teaching and learning and learning cycle, increase engagement and culture opportunities in our school,, and to develop an MTSS plan for implementation next year. While our analysis of data informed us of some gaps in several subgroups, we did recognize clearly that we have work to do in our Students with Disabilities in all areas. Adjustments focusing on this particular subgroup is a focus for our school and the district as we realign services for this student population. .We feel the focus in these three areas overlap and align our focus on all areas of improvement we wish to gain for our students. Please refer to the attached 90 day plan for deeper understanding of the goals and action steps we are taking to accomplish our target goals.

Current Performance

- Based on our most recent data, the SPF for Centennial increased in performance score but decreased in plan type to priority improvement due to low participation. Our five year trend data shows a consistent pattern of the school's scores oscillating between Performance and Improvement ratings . The primary difference to the 2022 SPF compared to 2023 data was our decrease in participation rate and not meeting our target in ELA achievement.and growth. While we recognize that we did not meet targets in this area, we are encouraged that data showed that we made growth within most subgroups. Current and trend data were used to develop our 90 day plan (school goals for the year) which reflects the action steps we are concentrating on to address and attain our targets for this year.

Participation on CMAS exams remains a struggle as they are highly unpopular and the apathy Covid produced continues to effect low participation rates. Even though the SAT-related exams do not garner the same trend, we did dip in overall participation rate. We were disappointed in this data and are taking action to increase participation rate on all state exams.. We are addressing this issue by implementing a goal setting format for students in regards to their performance on state assessments. We emphasize the importance of the assessments to both students and parents. We are focusing our attention on including reoccurring dates to blend our test preparation efforts and include the importance of participating in the exams to build positive culture.lWe are continuing school wide strategies to support the test prep for the SAT Suite of assessments and the importance of participating in the exams as a year long effort

Trend Analysis

Trend Direction: Decreasing then increasing
Performance Indicator Target: Academic Achievement (Status)

Centennial's SAT scores, for all students, were below the state mean scale score of 985. Our 3 year SAT mean scale scores were 924 in 2020-21, 879 for 2021-22, and 924 in 2023.(Source: SPF/CDE Schoolview) After a decrease the previous year, we are trending upwards again. Another positive note is that we remained above our School District rate, which is consistent for our school.

Trend Direction: Stable then increasing
Performance Indicator Target: Academic Achievement (Status)

Math achievement has remained stable for all students on PSAT10 according to 3 year tread data. (418 in 2020-21, and 419 in 2021-22 and 430 in 2022-23). (Source: CDE Schoolview). Three year trend data shows we were stable with an increase in 2023.

Trend Direction: Stable
Performance Indicator Target: Academic Achievement (Status)

EBRW achievement has remained stable for all students on PSAT10 on the State mean scale scores (440 in 2020-21, 443 in 2021-22, and 437 in 2023). (Source: CDE Schoolview). We are below the state yet consistently above our district, and overall our three year trend data shows we are stable.

Trend Direction: Stable

Performance Indicator Target: Academic Growth

EBRW growth for all students decreased on PSAT/SAT for the 2021-22 at 41%. Three year trend data shows that we were stable then a slight decrease in MGP 2021-22, but an increase in 2022-23. (MGP 42 in 2018-2019, MGP 39.0 in 2021-22, and 43 MGP in 22-23. (Source: SPF).

Trend Direction: Stable then increasing

Performance Indicator Target: Academic Growth

Median Growth Percentile (MGP) on the PSAT/SAT Math increased significantly after a trend decrease in prior years.(46 in 2018-19, 41.5 in 2021-22, and 51 in 2022-23.) (Source: SPF)

Trend Direction: Decreasing then increasing

Performance Indicator Target: Postsecondary & Workforce Readiness

Our dropout rate has been decreasing over the past 5 years with an increase in 2023. Trend data shows that 2017-18 rate was 2.4, 2018-19 rate was 1.3, 2019-20 data was 1.5, 2021-22 rate was 0.8, and 22-23 rose to 3.1. While we have seen a very positive trend that exceeded the State and District rates, we trended upwards this year. (Source SPF)

Trend Direction: Decreasing then increasing

Performance Indicator Target: Disaggregated Growth

Median Growth Percentile (MGP) on PSAT/SAT for students with disabilities continues to fluctuate and is below the state expectation of 50 MGP in Math. MGP for Math on SAT was 46 in 2018-19, 29 in 2021-22, and 33 in 22-23. (Source: SPF)

Trend Direction: Decreasing then increasing

Performance Indicator Target: Disaggregated Growth

Median Growth Percentile (MGP) on PSAT/SAT for students with disabilities continues to fluctuate and is below the state expectation of 50 MGP in Math. (MGP of 46 2018-19, 29 in 2021-22 and 33 in 2022-23). (Source: SPF) Three year trend data shows that we were increasing steadily with a sharp decrease in 2021-22 and 4 point increase in 2023.

Additional Trend Information:

Trend statements were selected for relevance and impact. Our trend data for Students with disabilities is incomplete due to small end count for 2023 in EBRW.   Upon further review, our trend data for students within the same group has shown a sharp decrease leading up to 2023.
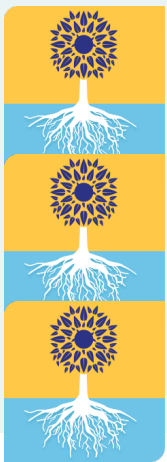
Priority Performance Challenges and Root Causes

Priority Performance Challenge: PSAT 9, PSAT 10 and SAT 11-Related Math & EBRW Achievement & Growth

Student scores in both measures fall beneath the state Math and EBRW averages/expectations in all achievement and growth categories.

Area of Focus: Other growth

Root Cause: Lesson Planning

The lesson planning process is inconsistent

Root Cause: PLC processes

The process of PLC's and Data meetings are inconsistently followed and key components are not included, including data analysis used to determine re-teach or enrichment opportunities for student success.

Root Cause: Intervention

Staff are not yet proficient in developing reteach and enrichment plans for maximum intervention for student growth and achievement.

Priority Performance Challenge: Attendance, Participation and Engagement growth in all school activities

Student participation in state testing as it relates to all students and subgroups have decreased. This matches school data relating to attendance, participation and engagement as well. This is reflected as our #2 goal in our school's 90 day plan with action steps included.

Area of Focus: Student Engagement (e.g. attendance, mobility, chronic absenteeism)

Root Cause: Student Engagement

Ineffective strategies by the school to promote participation, retention and culture opportunities.
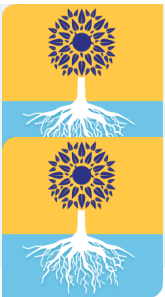
Root Cause: Student and Family Involvement

Student/Family lack of interest in participating in school based programs.

Root Cause: Student attendance and participation

waning culture in attending school regularly including participation in school based programs and in state testing.

Priority Performance Challenge: MTSS system development and implementation

The development of our school wide MTSS plan and implementation will put systems in place to assist students, provide effective data collection, spur analysis of data, and lead to seamless strategies to increase student achievement, growth, participation and engagement.

Area of Focus: Equitable Practices

Root Cause: Intervention systems alignment

Currently, there are many separate systems that operate individually which are not aligned in an efficient system to address the whole student and their needs.

Root Cause Category: Intervention Systems

Magnitude of Performance Challenges and Rationale for Selection:

In order to inspire a passion for rigorous learning in our students, the Centennial staff is committed to working as a team to create a common school focus and embedded systems that will foster a potential for success in every student in every classroom, maximize opportunities for student success, and build a culture of acceptance, connectedness, safety, and engagement. Students will leave Centennial as high achieving individuals with the tools to be successful and thrive in an ever-changing world. Based on analyzing trend data, these goals were developed as a school wide focus to address the root causes.

Goal #1 - While rigor expectations developed in our PLC's have improved, there is still not the consistent usage of lesson plan development, common formative assessment development, and analysis of formative data to develop appropriate reteach and enrichment plans to address identified gaps or enrichment opportunities to deepen learning. To support instructional rigor, we will leverage our PLC process to focus on the following.

- Consistent process for Lesson Plan development and execution
- Consistent process and procedures for WDM's and DDI
- Consistent Re-teach common gaps when % does not meet established mastery level
- Consistent development of rigorous enrichment activities

Goal #2 - Student attendance rates and student participation rates have not reached established goals during the prior two years. We also have experienced a dip in participation rate on our PSAT, SAT, CMAS exams according to our School Performance Framework data. Multiple studies prove that students are more successful when connected with their school by engaging in class regularly and choosing to participate in school provided extra curricular opportunities, such as clubs, organizations, sports. and other school opportunities.

Goal 3 - Understanding elements of MTSS by staff, development of an MTSS plan and an implementation plan for 2024-25 SY. The development and implementation of this plan will help support our achievement, growth, and participation goals for all students and all subgroups

Magnitude of Root Causes and Rationale for Selection:

Goal # 1 - Student Achievement and Growth

While rigor expectations developed in our PLC's have improved, there is still not the consistent usage of lesson plan development, common formative assessment development, and analysis of formative data to develop appropriate reteach and enrichment plans to address identified gaps or enrichment opportunities to deepen learning. To support instructional rigor, we will leverage our PLC process to focus on the following: Lesson planning, WDM and DDI, re-teach and enrichment development.

Goal #2 - Student Engagement and Participation

Student attendance rates and student participation rates have not reached established goals. during the prior two years. We even experienced a dip in participation rate on our PSAT, SAT, CMAS exams according to our School Performance Framework data. Multiple studies prove that students are more successful when connected with their school by engaging in class regularly and choosing to participate in school provided extra curricular opportunities, such as clubs, organizations, sports. and other school opportunities.

Goal #3 - MTSS Implementation

The understanding, development and implementation of this plan will help support our achievement, growth, and participation goals for all students and all subgroups.

Action Plans

Planning Form

Teaching and learning cycle with focus on Rigor & Data Driven Instruction:

What will success look like: Learning gap percentages will narrow resulting in higher mastery of content standards . Increasing mastery rates lead to an increase in enrichment opportunities to add rigor and deepen essential learnings. Data from formative and summative assessment tools will gauge our success. Results on Achievement and Growth assessments will increase.

Describe the research/evidence base supporting the strategy and why it is a good fit: SPF, SPF Trend Data, NWEA Benchmark data, PLC and WDM formative assessment data.

Strategy Category: Data-Informed Instruction

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

Student Engagement and Culture

What will success look like: As participation in school based programs and extracurricular opportunities, we will see attendance rates rise in daily attendance and in participation rate on PSAT, SAT, and CMAS. This increase will also support goal number 1.With the focus on increased participation, there is the expectation of increased school culture by students engaging in culture related activities that promote pride in self and school.

Describe the research/evidence base supporting the strategy and why it is a good fit: Attendance data, dropout data, participation data, retention rate data. (school and State collected data)

Strategy Category: Continuous Improvement

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

MTSS development and implementation

What will success look like: Staff will have a stronger understanding of the elements of MTSS to help develop and implement an MTSS plan

Describe the research/evidence base supporting the strategy and why it is a good fit: District adopted MTSS development and implantation for schools. Research strategies led by Measurement Inc which is the company commissioned by our district to lead this effort.

Strategy Category: Equitable Instructional Practices

Associated Root Causes:

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status

School Target Setting

Priority Performance Challenge : PSAT 9, PSAT 10 and SAT 11-Related Math & EBRW Achievement & Growth

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2023-2024:** For the all students category and subgroups Free and Reduced and Minority students category, our target goal will be to achieve a mean scale score of 430 in both Math and ELA on PSAT9, PSAT10, and SAT. For our Sub groups of Multi-lingual and Students with Disabilities, our target goal will be to achieve a mean scale score of 410 in both Math and ELA on PSAT9, PSAT10, and SAT.
	2024-2025: For the all students category and subgroups Free and Reduced and Minority students category, our target goal will be to achieve a mean scale score of 440 in both Math and ELA on PSAT9, PSAT10, and SAT. For our Sub groups of Multi-lingual and Students with Disabilities, our target goal will be to achieve a mean scale score of 410 In Math and ELA on PSAT9, PSAT10, and SAT.

INTERIM MEASURES FOR 2023-2024: District quarterly grades data, District Semester grades data, NWEA EOY, MOY, EOY data, Weekly school analysis of achievement data in PLC's.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2023-2024:** For all students and all subgroups our target goal is to increase the ELA MGP scores to 50 on the PSAT9, PSAT10, and SAT. For all students and all subgroups our target goal is to increase the Math MGP scores to 52 on the PSAT9, PSAT10, and SAT.
	2024-2025: or all students and all subgroups our target goal is to increase the ELA MGP scores to 50 on the PSAT9, PSAT10, and SAT. For all students and all subgroups our target goal is to increase the Math MGP scores to 52 on the PSAT9, PSAT10,

and SAT.

INTERIM MEASURES FOR 2023-2024: NWEA BOY, MOY, EOY data points, weekly school team analysis of growth data in PLC's.

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Dropout Rate

ANNUAL PERFORMANCE TARGETS	
	2023-2024: Reduce the dropout rate for all students and subgroups to 1.5% or less.
	2024-2025: Reduce the dropout rate for all students and subgroups to 1% or less.

INTERIM MEASURES FOR 2023-2024: Infinite Campus system to monitor student attendance Tableau system to identify early warning data on at risk students Community Advocate and counselor data to intervene with at risk students Community based programs to assist at risk families and students

Priority Performance Challenge : Attendance, Participation and Engagement growth in all school activities

Priority Performance Challenge : MTSS system development and implementation