

All Students Ready for School

2023-2024 Goal

BHM ECFE & ECSE Program	Goal 1) The percentage of children ages 3-4 attending a preschool program during the 2023-2024 school year at Buffalo Hanover Montrose Schools will INCREASE their age-appropriate math skills as measured by the Mathematics domain of the on-going assessment tool, Teaching Strategies Gold, FROM a level of 90% of students achieving age expected skills TO a level of 93% of students achieving age expected math skills.	89.0% Proficient Did not meet	TS Gold Scores
	Goal 2) The percentage of children aged 4 years as of October 1, 2023 who have attached BHM school readiness preschool for over 20 weeks will increase their competence in interacting with peers from 48.78% to 53% proficient (TS Gold Social Emotional Objective 2c)	48.7% Proficient	

2024-2025 Goal

BHM ECFE & ECSE Program	The percentage of all students age 4 by September 1, 2024 enrolled in a BHM Preschool class who demonstrate skills at or above their expected age band as measured by the assessment Teaching Strategies GOLD-LITERACY DOMAIN will increase from 85% in 2024 to 89% in 2025.	% Proficient	TS Gold Scores
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Close the Achievement Gaps Between Student Groups

2023 MCA Reading

All Students 54.9% proficient
F/R Students 42.9% proficient
12% proficiency gap

2024 MCA Reading

All Students 52.4% proficient
F/R Students 40.4% proficient
12% proficiency gap

2025 Goal MCA Reading

All Students	56.4% proficient
F/R Students	48.4% proficient
	8% proficiency gap

All Students Career and College-Ready by Graduation

2023-2024 Goal

Buffalo High School	The percentage of all students in grade 12 at Buffalo High School, who meet or exceed the College Readiness Benchmark composite score as measured by ACT, will increase from 28% in 2023 to 29% in 2024.	28.7% Proficient Did not meet	ACT Composite Benchmark Summary Report by Grade
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2024-2025 Goal

Buffalo High School	The percentage of all students in grade 12 at Buffalo High School, who meet or exceed the College Readiness Benchmark composite score as measured by ACT, will increase from 28% in 2024 to 29% in 2025.	% Proficient	ACT Composite Benchmark Summary Report by Grade
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All Students Graduate

MDE 4-year Graduation Rate

Organization	Graduated	Continuing	Dropped out	Unknown
Buffalo-Hanover-Montrose Schools	93.0%	3.5%	2.4%	1.1%
	428	16	11	5

Organization	Year	Graduated count	Graduated %
Statewide	2019	57,171	83.7%
	2020	56,684	83.8%
	2021	57,137	83.3%
	2022	58,586	83.6%
	2023	58,293	83.3%
Buffalo-Hanover-Montrose Schools	2019	435	92.2%
	2020	407	92.1%
	2021	424	90.4%
	2022	402	89.5%
	2023	428	93.0%

Goal: 95% Graduation Rate

Additional Required District Goals

Achievement & Integration Plan FY24-26

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The plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: By 2026, the gap in the average amount of CIS courses taken by graduation between the students participating in the free/reduced price lunch program and students not participating in the free/reduced lunch programs will be eliminated. 2022 average of CIS courses taken by students participating in free/reduced lunch is 1.31%. 2022 average of CIS courses taken by students not participating in free/reduced average is 3.8%.

Goal #2: By 2026, the proficiency gap between the students participating in the free/reduced price lunch program and students not participating in the F/R lunch program for all grades tested on all state reading accountability tests will decrease from 17.1% in 2022 to 12% in 2026.

Goal #3: Buffalo-Hanover-Montrose School students' access to effective educators fully trained in AVID strategies will increase from 57% to 70%.

American Indian Education Plan 2024-2025

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Area 1: Support Postsecondary Preparation for American Indian Pupils

Goal #1. All American Indian students attending Buffalo High School in grades 9-12 will be on track to graduate (based on high school credits) by May 2025.

Goal #2. 100% of American Indian students attending Buffalo High School in grades 9-12 will be provided opportunities to access funding for the following college and career readiness activities (drivers ed courses, ACT testing, ACT prep courses and college application fees) by May 2025.

Area 2: Support the Academic Achievement of American Indian Pupils

Goal #1. By the end of the 2024-2025 school year, the proficiency gap between American Indian students and white students in reading will decrease from 6.7% to 1% and math will decrease from 12.7% to 5%.

Area 3: Make Curriculum Relevant to the Needs, Interests, and Cultural Heritage of American Indian Pupils

No district goals were identified in this area for 2024-2025.

Area 4: Provide Positive Reinforcement of the Self-Image of American Indian Pupils

Goal #1 By the end of the 2024-2025 school year, 50% of all American Indian secondary students and/or families will participate in a Native specific field trip organized by Buffalo-Hanover-Montrose schools.

Area 5: Develop Intercultural Awareness Among Pupils, Parents, and Staff

No district goals were identified in this area for 2024-2025.

Area 6: Supplement (not supplant) State and Federal Educational and Co-curricular Programs

Each of the initiatives outlined above are specific to meeting the needs of our American Indian students. While the Local Education Agency (LEA) general funds are able to meet many of the professional development and curriculum needs for our general population of students as a whole, the American Indian Education funding the district receives allows us the ability to enhance the programming needs specific to our American Indian students. The ability to provide the materials and experiences outlined in the application demonstrate the commitment to the unique educational needs of American Indian students that would not otherwise be addressed in such an intentional manner with the supplemental funding.