

Minnesota World's Best WorkForce Comprehensive Achievement & Civic Readiness Required Goal Areas and Results

All Students Ready for School

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.

87.8%
Proficient
Did not meet

TS Gold Scores

2025-2026 Goal

BHM ECFE & ECSE Program The percentage of all students age 4 by September 1, 2025 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 87.8% in 2024 to 88.8% in 2025.

% Proficient

TS Gold Scores

Close the Achievement Gaps Between Student Groups

2024 MCA Reading 2025 MCA Reading

All Students 52.7% proficient All Students 53.3% proficient F/R Students 40.4% proficient F/R Students 39.9% proficient

13.4% proficiency gap

2026 Goal MCA Reading

All Students 57.3% proficient F/R Students 49.3% proficient

8% proficiency gap

12.3% proficiency gap

All Students Career and College-Ready by Graduation

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.	28% Proficient Did not meet	ACT Composite Benchmark Summary Report by Grade
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2025-2026 Goal

Buffalo High School	The percentage of all students taking the ACT during the 2025-2026 school year, at Buffalo High School or Phoenix Learning Center, who meet or exceed the College Readiness Benchmark in English, Math and Reading, will increase from 33% to 34%.	% Proficient	ACT Composite Benchmark Summary Report by Grade
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Organization

Statewide

All Students Graduate

MDE 4-year Graduation Rate

						2022	58,586	83
						2023	58,293	83
						2024	59,720	8
					Buffalo-Hanover-Montrose	2020	407	9
Organization	Graduated	Continuing	Dropped out	Unknown	Schools	2021	424	9(
Buffalo- Hanover-	93.4%	3.3%	2.6%	0.7%		2022	402	8
Montrose Schools						2023	428	9
	427	15	12	3		2024	427	93

Goal: 95% Graduation Rate

Graduated Graduated

83.8%

83.3%

count

56,684

57,137

Year

2020

2021

Achievement & Integration Plan FY24-26

▼ FY24-26 Buffalo-Hanover-Montrose Schools #877 Achievement & Integration Plan.docx

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 2025-2026

American Indian Education Aid Application 2025-2026signed.pdf

Area 1: Support Postsecondary Preparation for American Indian Pupils

Goal #1. All American Indian students attending Buffalo High School in grades 9-12 (6 students) will be on track to graduate (based on high school credits) by May 2026.

Goal #2. 100% of American Indian students attending Buffalo High School in grades 9-12 (19 students) 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 2026.

Area 2: Support the Academic Achievement of American Indian Pupils

Goal #1. By the end of the 2025-2026 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% (2024-2025 achievement data).

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 2025-2026 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. The baseline data is 24% participation in the 2024-2025 school year.

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.