



PRINCETON

MIDDLE SCHOOL

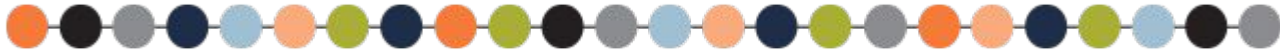
2025 School Board Update



2025-2026



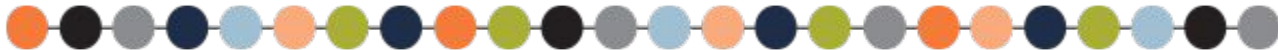
Continuous Improvement Plan



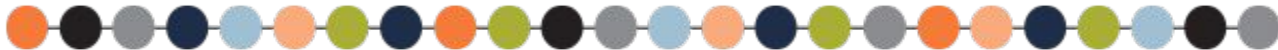
[2025-2026 Action Plan](#)

Student Enrollment

| Grade | 21-22 | 22-23 | 23-24 | 24-25 | 25-26 |
|-------|-------|-------|-------|-------|-------|
| 6 | 239 | 247 | 274 | 245 | 204 |
| 7 | 249 | 236 | 232 | 264 | 243 |
| 8 | 250 | 259 | 239 | 236 | 253 |
| Total | 733 | 742 | 745 | 745 | 700 |



Togetherness Day



SLT



(ATPPS) MATH GOAL:

The percentage of all students enrolled in grade 6-8 (those meeting enrollment criteria) at Princeton Middle School who earn an achievement level of Meets the Standards or Exceeds the Standards on the math MCA will increase from 37.19% to 39.19%.

**Did not meet 2024-2025 Math Goal*

(ATPPS) READING GOAL:

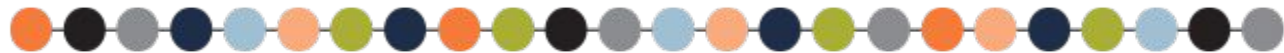
The percentage of all students enrolled in grade 6-8 (those meeting enrollment criteria) at Princeton Middle School who earn an achievement level of Meets the Standards or Exceeds the Standards on the reading MCA will increase from 47.91% to 49.91%.

**Did not meet 2024-2025 Reading Goal*



Math MCA 2021-2025 Proficiency

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|--------------------|-------|-------|-------|-------|-------|
| State | 44.2% | 44.8% | 45.5% | 45.5% | 45.2% |
| Princeton District | 41% | 43.4% | 42.7% | 42.6% | 46.2% |
| Middle School | 36.2% | 37.7% | 40% | 37.4% | 37.7% |



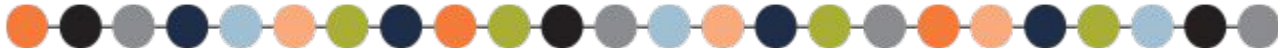
Reading MCA 2021-2025 Proficiency

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|--------------------|-------|-------|-------|-------|-------|
| State | 52.5% | 51.1% | 49.9% | 49.9% | 49.6% |
| Princeton District | 53.1% | 50.8% | 48.6% | 48.6% | 48.8% |
| Middle School | 55.4% | 54.3% | 52.7% | 48% | 48.4% |



Science MCA 2021-2025 Proficiency

| | 2021 | 2022 | 2023 | 2024 | 2025 |
|------------------------------|-------|-------|-------|-------|-------|
| State | 33.8% | 29.2% | 27.6% | 30.3% | 16% |
| Middle School (8th Grade) | 28.8% | 39.4% | 46.3% | 41.7% | 22.4% |



SLT

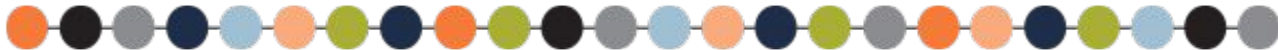


Big Picture Goal Areas:

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- I. Reading & Writing Across Curricular Areas
- II. Tier 1 Instruction
- III. Filling Skill Gap Deficits

[Student Learning PLC Agenda & Minutes](#)



1. Are routines & procedures in place to maximize productive student learning time?
2. Can the student tell you the learning target?
3. Is the student task aligned to the target?
4. What is the highest level of taxonomy seen in student action?
 - Retrieval
 - Comprehension
 - **Analysis***
 - Knowledge Utilization
5. Who was doing more of the work in this portion of the lesson, the teacher or the students?
6. Were all students answering every question? (Total Participation Techniques)
7. What were students doing MOST of the time for this portion of the lesson?
 - Listening
 - Speaking
 - Reading
 - Writing
8. If this lesson went “perfectly” what would all students be creating or showing you?
9. Were students tracking their progress?
10. Is differentiation preplanned/evident?
 - Scaffold/Extend/Reteach
 - Student Choice in how to demonstrate learning
 - Low floor, high ceiling tasks



High-Impact Look Fors

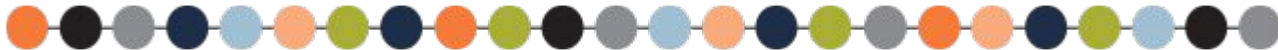


How do these relate to Princeton Paradigm?

SLT Highlights



- Master Schedule- Setting our Framework !
 - IROD Process
 - SW Survey Priorities: Longer class periods, fill skill gap deficit, & wide experience for students
 - MS research & visits
- FLEX Period = 90% staff (2 x/week)
 - Academic & Choice Opportunities
 - Student Agency
 - Plan & Prioritize
 - Check & Connect
 - Intervention focus !



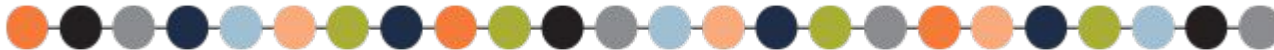
SLT Highlights



- School-wide ACES, Annotation, & [writing expectations](#)
- Intentional Focus on individual lexile level
 - Media Center
 - Top Lexile Range exposure for all content areas
 - TA Book Challenge & DEAR
- Tier 1 Instruction
 - Scope & Sequence
 - Unpacking Standards
- G/V Intervention Resources
 - SPED & ADSIS
 - Training & Year 1 implementation

Table 2. MCA-IV Target Lexile Readability Ranges by Grade

| Grade | Bottom Lexile Range | Middle Lexile Range | Top Lexile Range |
|-------|---------------------|---------------------|------------------|
| 3 | 300–445 | 450–790 | 795–860 |
| 4 | 450–765 | 770–980 | 985–1040 |
| 5 | 450–765 | 770–980 | 985–1040 |
| 6 | 770–950 | 955–1155 | 1160–1225 |
| 7 | 770–950 | 955–1155 | 1160–1225 |
| 8 | 770–950 | 955–1155 | 1160–1225 |
| 10 | 955–1075 | 1080–1305 | 1310–1400 |



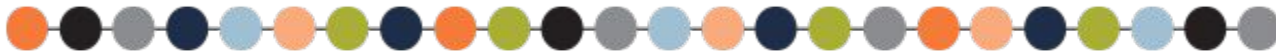


Climate/Culture



Big Picture Goal Areas:

- I. Habits of a Tiger Framework
- II. Student Experience & Ownership
- III. PBIS Framework



Habits OF A TIGER



CRITICAL THINKERS

POSITIVE LEADERSHIP

EFFECTIVE
COMMUNICATION

SELF-AWARENESS

EMPATHETIC CITIZENSHIP

Our Tigers are...

EMPATHETIC CITIZENS

Resources for Others; Socially Aware; Kind; Respectful; Compassionate; Helpful; Considerate of Multiple Perspectives; Pluralistic; Unthreatened by Differences; Embracing Challenges of Being Human

SELF-AWARE

Owners of Their Learning; Self-Advocates; Self-Managed; Resilient; Persistent; Mindful of Wellness; Open-Minded; Intrinsically Motivated; Reflective; Accountable; Continuously Evolving; Rooted in Growth Mindset

EFFECTIVE COMMUNICATORS

Readers; Writers; Thinkers; Speakers; Active Listeners; Thoughtful; Present; Confident; Organized; Focused; Assertive; Concise

POSITIVE LEADERS

Relationship Builders; Responsible Decision Makers; Advocates for Others; Encouragers; Contributors; Collaborators; Initiators; People of Integrity; Flexible; Considerate; Accepting of Mistakes

CRITICAL THINKERS

Problem Solvers; Analyzers; Investigators; Explorers; Experimenters; Innovators; Knowledgeable; Creative; Curious



Climate & Culture Highlights



- PBIS Monthly Themes- insert pic of gracious ticket
- Restorative Circles - Circle Training 201
- Teacher Advisory- Multi-grade TA's
- Equity work
- Student experiences
 - WEB
 - Togetherness Day
 - Be You Be Extraordinary
 - (Suicide and Drug Prevention)
 - 7th grade: Courage Retreat

GRACIOUS

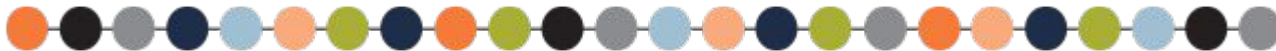
You bring color to the world!

Empathetic, Forgiving, Kind, Appreciative,
Thankful, Courteous, Polite, Generous. Being a
good host/hostess, Taking Care of Others, Grateful.

Write how the person was Gracious:

Name: _____

Giver: _____

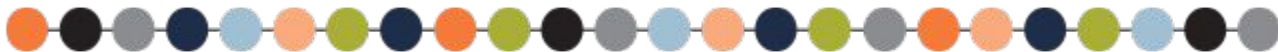


MTSS



Big Picture Goal Areas:

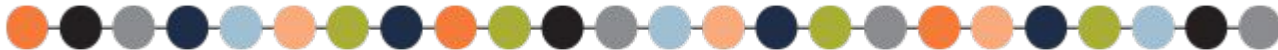
- I. *Implement* PIT & MTSS Process
- II. MTSS Diamond & Interventions
- III. EduClimber



MTSS Highlights



- Core MTSS team
- Bridge to classroom & Grade Level MTSS
- Ongoing Special Education training
- Ongoing Accommodations/Modifications training



Career Academies



**Business, Management,
and Administration
Academy**



**Information Systems,
Communications, and
Art Academy**



**Engineering,
Manufacturing, and
Technology Academy**



**Health Science
Academy**



**Agriculture and Natural
Resources Academy**



**Human Services
Academy**



Go Tigers !!!

