Comprehensive Achievement and Civic Readiness

Princeton Public Schools
October 20, 2026

COMPREHENSIVE ACHIEVEMENT AND CAREER READINESS GOALS:

- All children are ready for school
- Close the achievement gap
- All students are ready for career and college
- All students prepared to be lifelong learners
- All students graduate from high school

Note: *Due to legislative changes, third grade reading is no longer a goal area as of the 2023–24 school year.*

2025-26 Highlights

Family Center:

- PreK Graduation was a huge success, along with our overall student attendance at the Family Center.

Primary School:

- PS met both of their ATPPS building goals- reading and math

Intermediate School:

- PBIS Exemplar School Designation 2025-2026
- Highest in District in proficiency in Reading and Math based on MCA

2025-26 Highlights

Middle School:

- 2025-26 was year one of implementing Tier 1 attendance practices (automatic attendance & tardy letters to families & TA teachers) overall attendance grew 7% from 69% to 76%.

High School:

- Princeton HS started a HOSA chapter for students interested in health care professions. We had over 25 active members who learned about healthcare through speakers, conferences, and hands-on experiences.

2025-26 Highlights

Student Services:

- We serve students who are at risk of drop out with dynamic backgrounds and we had 24 out of 27 seniors graduate last year! That is 88.89% of these students graduated!

Princeton Online MN:

K-8 Celebration

- POM K-8 student attendance data is at 95%.

9-12 Celebration

- POM 9-12 student passing rate data averages 81%.

SCHOOL READINESS

Goal: The percentage of four year olds (K-eligible Fall 2026) enrolled from fall to spring, who are meeting or exceeding (growth) in the literacy domain as measured by Teaching Strategies Gold will increase from 80% in the Spring of 2025 to 82% in the Spring of 2026.

Actual - 64% Met or Exceeded

Did NOT meet Goal

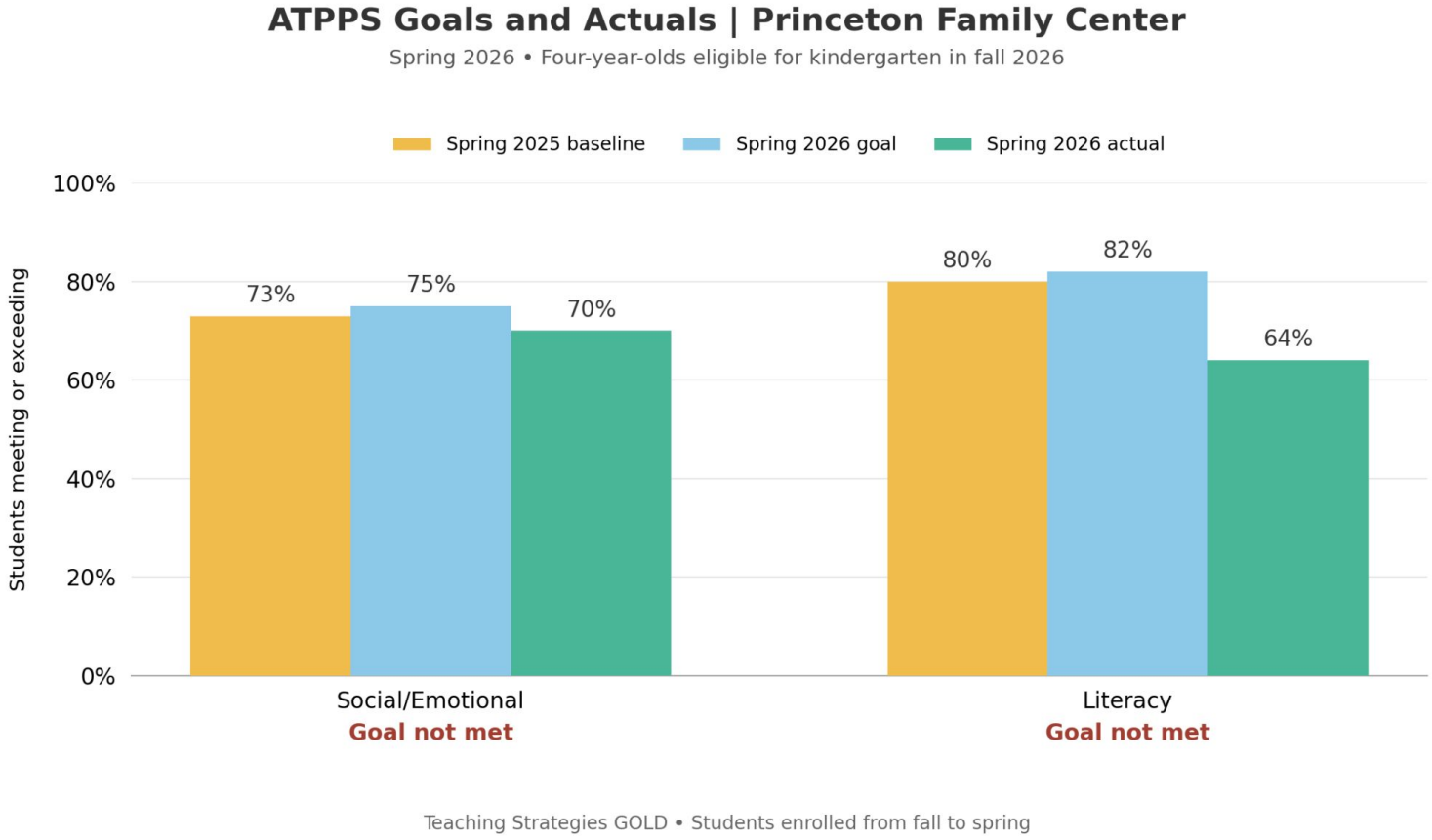
SCHOOL READINESS

Goal: The percentage of four year olds (K-eligible Fall 2026) enrolled from fall to spring, who are meeting or exceeding (growth) in the social/emotional domain as measured by Teaching Strategies GOLD will increase from 73% in the Spring of 2025 to 75% in the Spring of 2026.

Actual- 70% Met or Exceeded

Did NOT meet Goal

TS Gold Data - Spring 2026

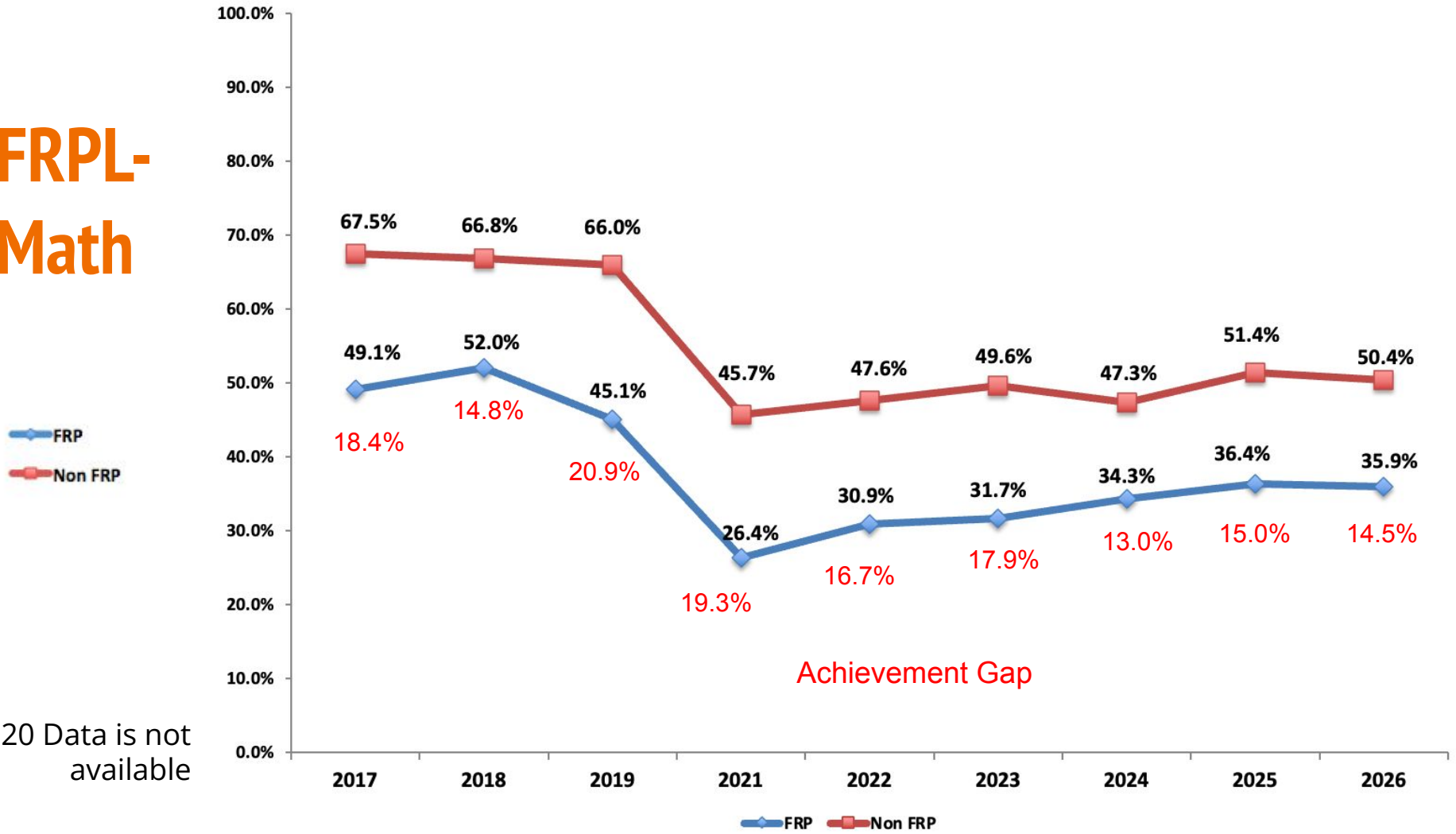


ACHIEVEMENT GAP REDUCTION

Goal: The gap (difference) between students receiving **Free/Reduced Lunch** and students who do not receive Free/Reduced Lunch will decrease from 15.0% in Math in 2025 to 13.0% in 2026.

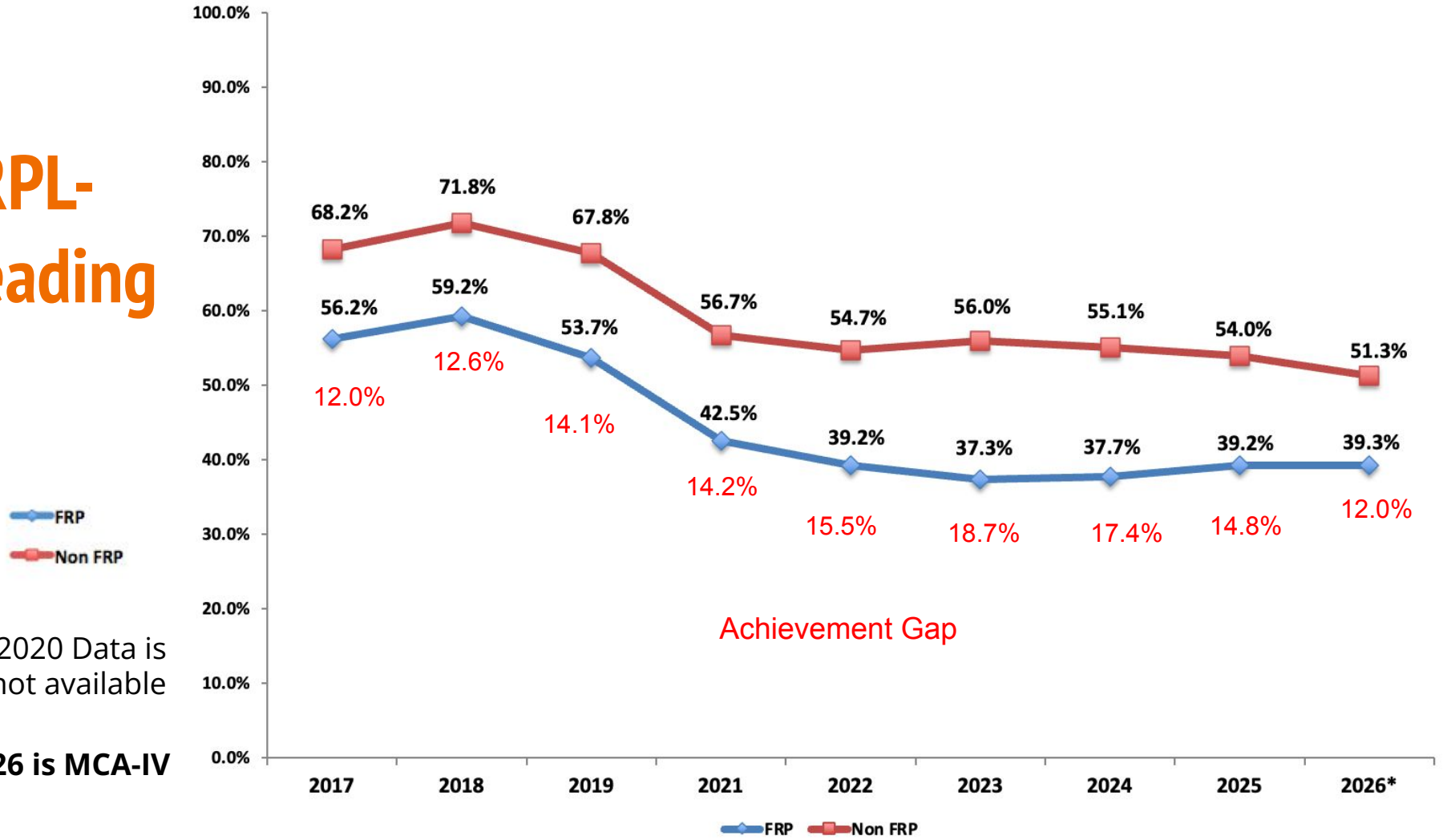
Goal: The gap (difference) between students receiving **Free/Reduced Lunch** and students who do not receive Free Reduced Lunch will decrease from 14.8% in Reading in 2025 to 12.8% in 2026.

FRPL-Math



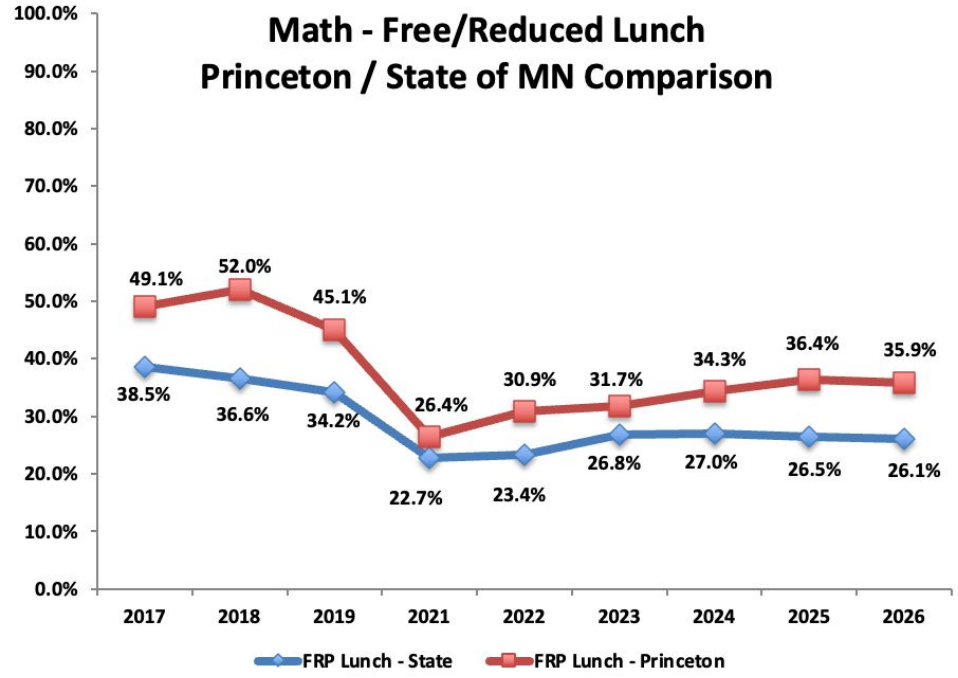
2020 Data is not available

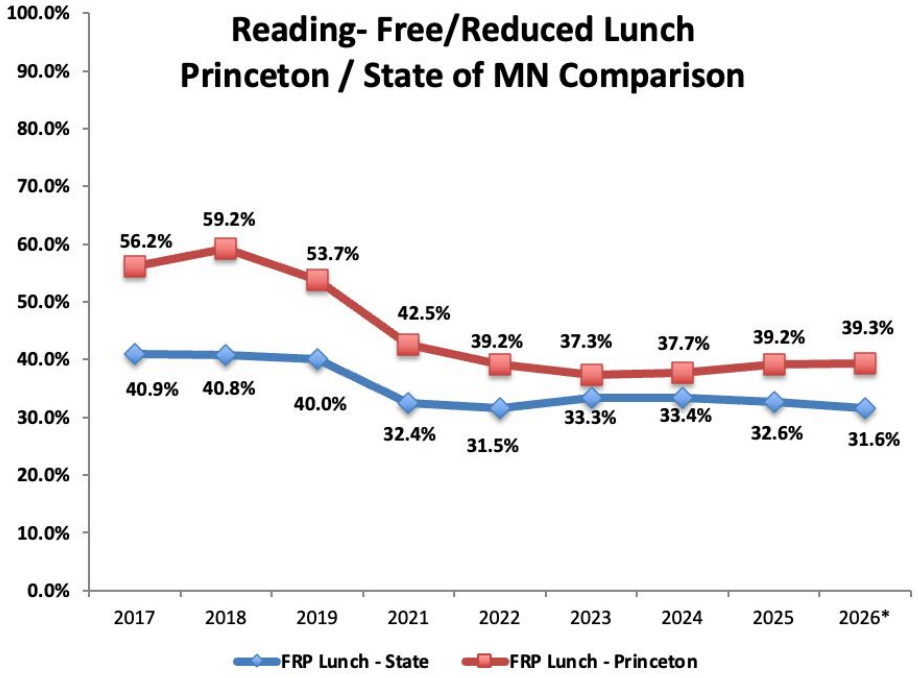
FRPL-Reading



2020 Data is not available

2026 is MCA-IV





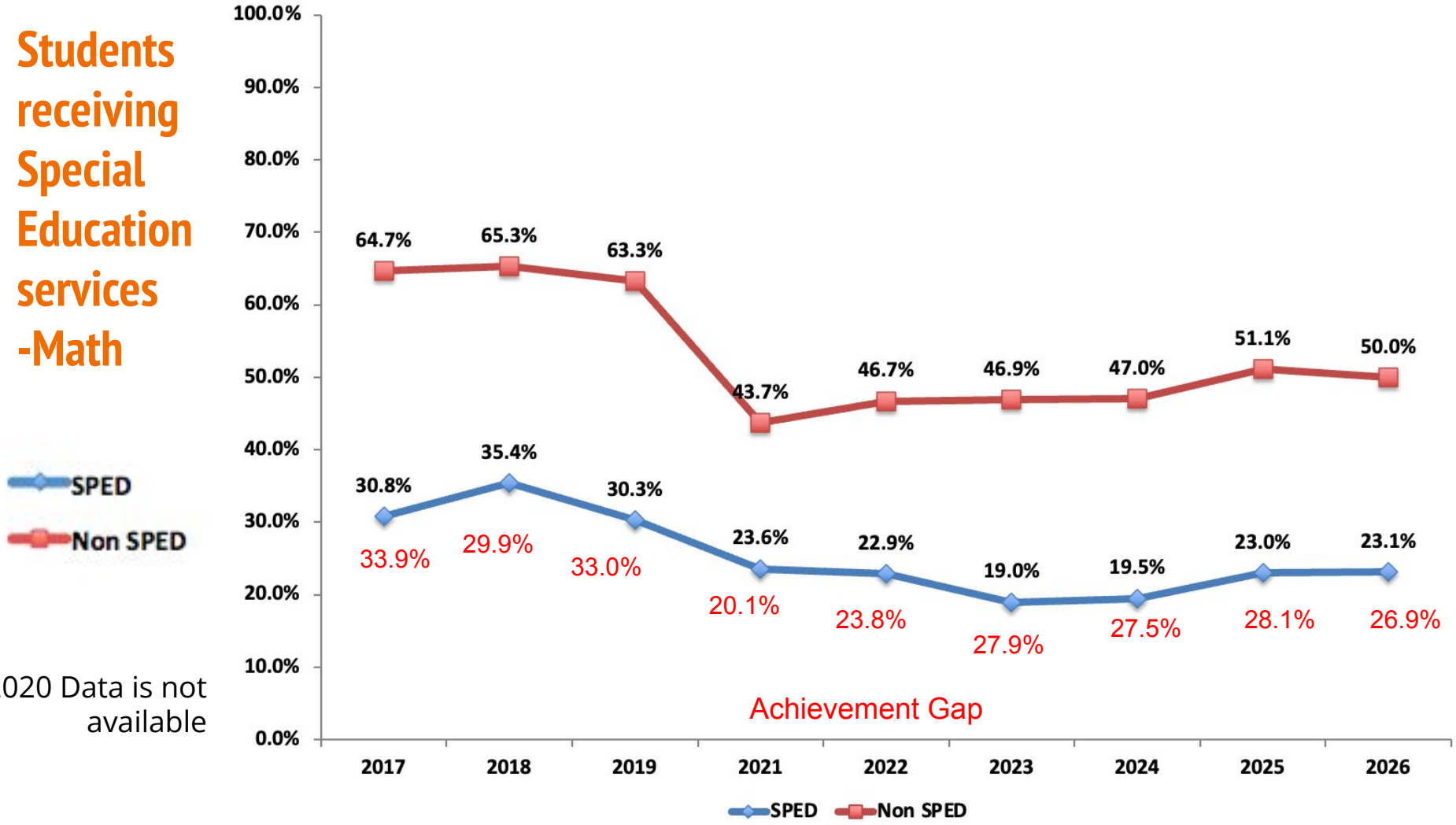
***2026 is MCA-IV**

ACHIEVEMENT GAP REDUCTION

Goal: The gap (difference) between students receiving **Special Education Services** and students who do not receive Special Education Services will decrease from 28.1% in Math in 2025 to 26.1% in 2026.

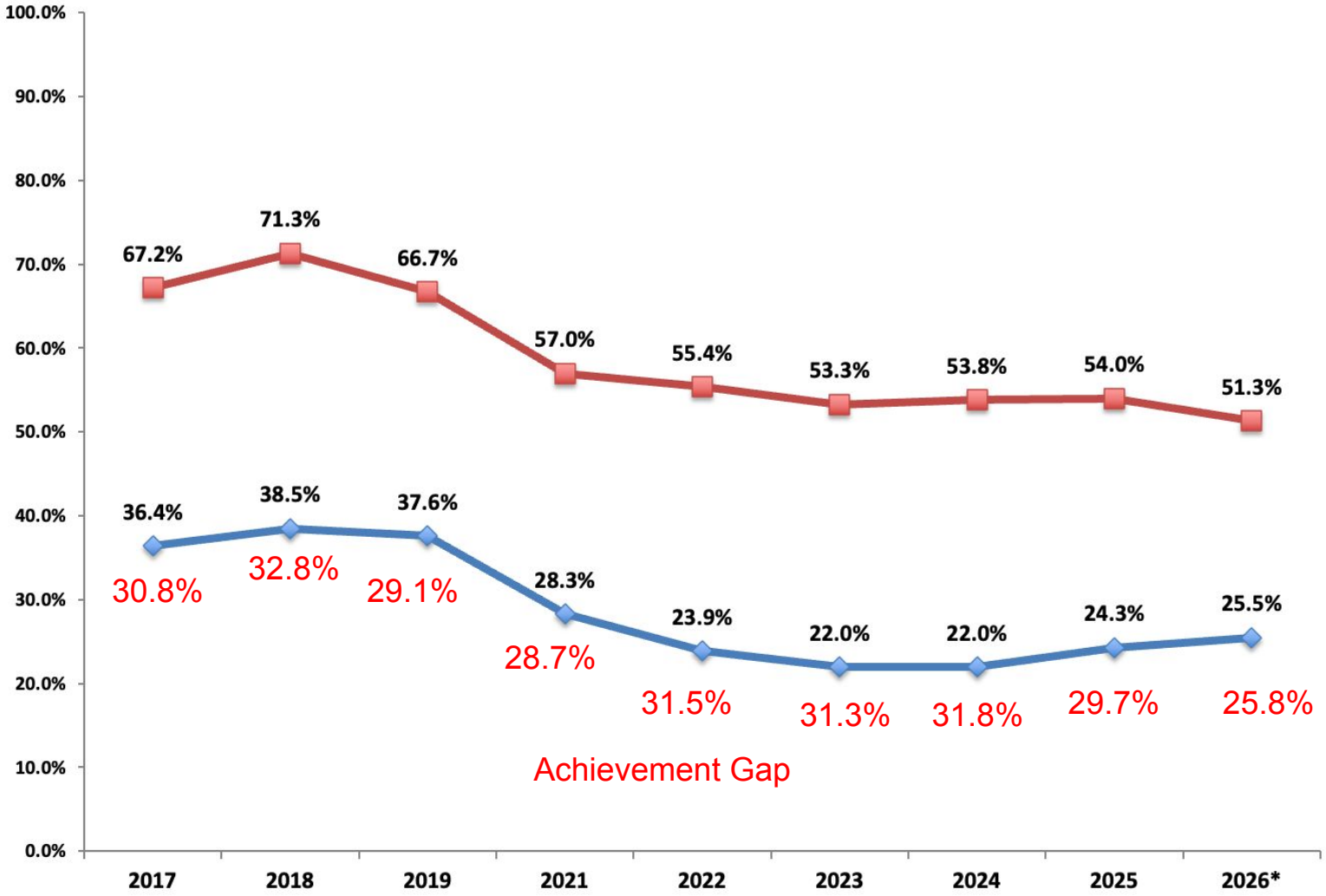
Goal: The gap (difference) between students receiving **Special Education Services** and students who do not receive Special Education Services will decrease from 29.7% in Reading in 2025 to 27.7% in 2026.

Students receiving Special Education services -Math



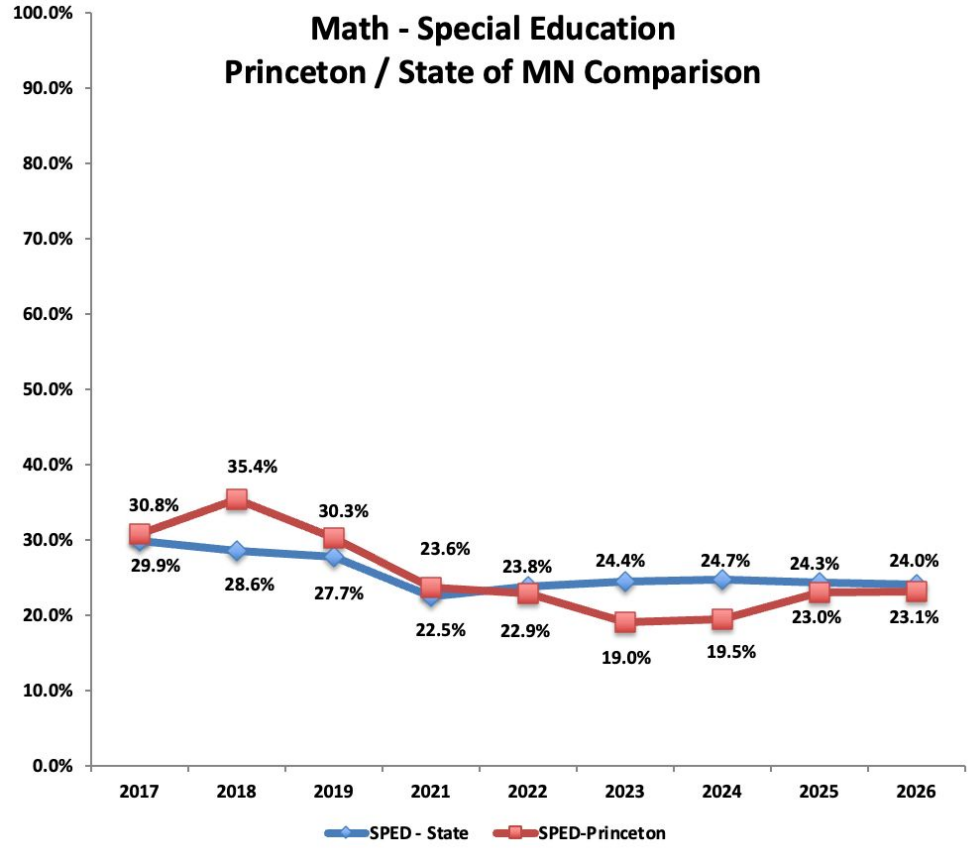
2020 Data is not available

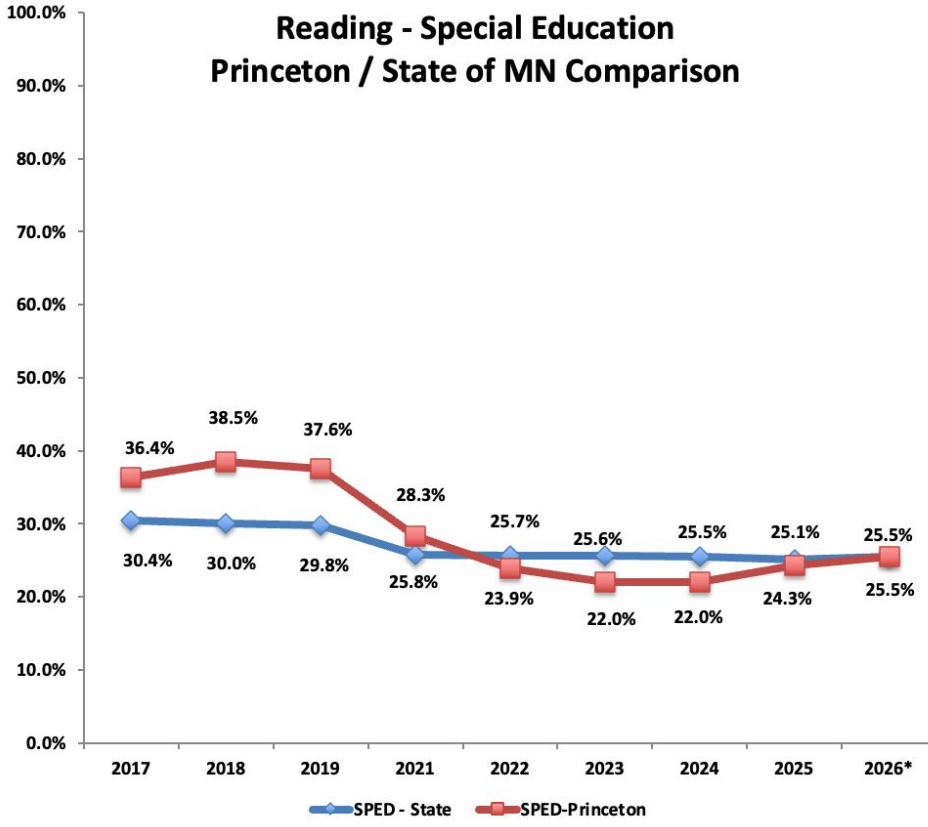
Students receiving Special Education services- Reading



2020 Data is not available

2026 is MCA-IV





***2026 is MCA-IV**

CAREER/COLLEGE READINESS

Diploma Plus Advantage Goal:

By June 2026, increase the percentage of students in the Class of 2026 who receive 1) college level credit or 2) industry certifications from 87% to 89%.

CAREER/ COLLEGE READINESS

For 2025/2026 academic year, **87.3%** of the 2026 graduating class successfully met the **Diploma Plus Advantage** Goal. Increase of 0.63% from previous year, but goal of 89% was not achieved.

Goal for Class of 27 = 90%

Tiger Career Academies

- Comprehensive Career Groupings
  - Each academy organizes careers into broad, logical categories
- Targeted Career Pathways
  - Within each academy, students can choose from specialized pathways
- Industry-Specific Skill Development
  - Each pathway provides a range of elective courses designed to equip students with specialized knowledge and skills

New PHS Course Offerings

- Personal Finance
- College Algebra

2026-2027 PHS Registration Guide/Course Catalog

LIFELONG LEARNERS

By June 2026, we will increase how often “Habits of a Tiger” are directly taught and assessed (students receive feedback) in our system.

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Habits of a Tiger

Our Tigers are...

Critical Thinkers

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

Positive Leaders

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

Effective Communicators

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

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

Empathetic Citizens

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

LIFELONG LEARNERS

Habit	Times Directly Taught	Times Assessed
Critical Thinking	2,103	179
Positive Leadership	1,393	41
Effective Communication	2,151	191
Self Awareness	1,671	54
Empathetic Citizenship	1,217	48

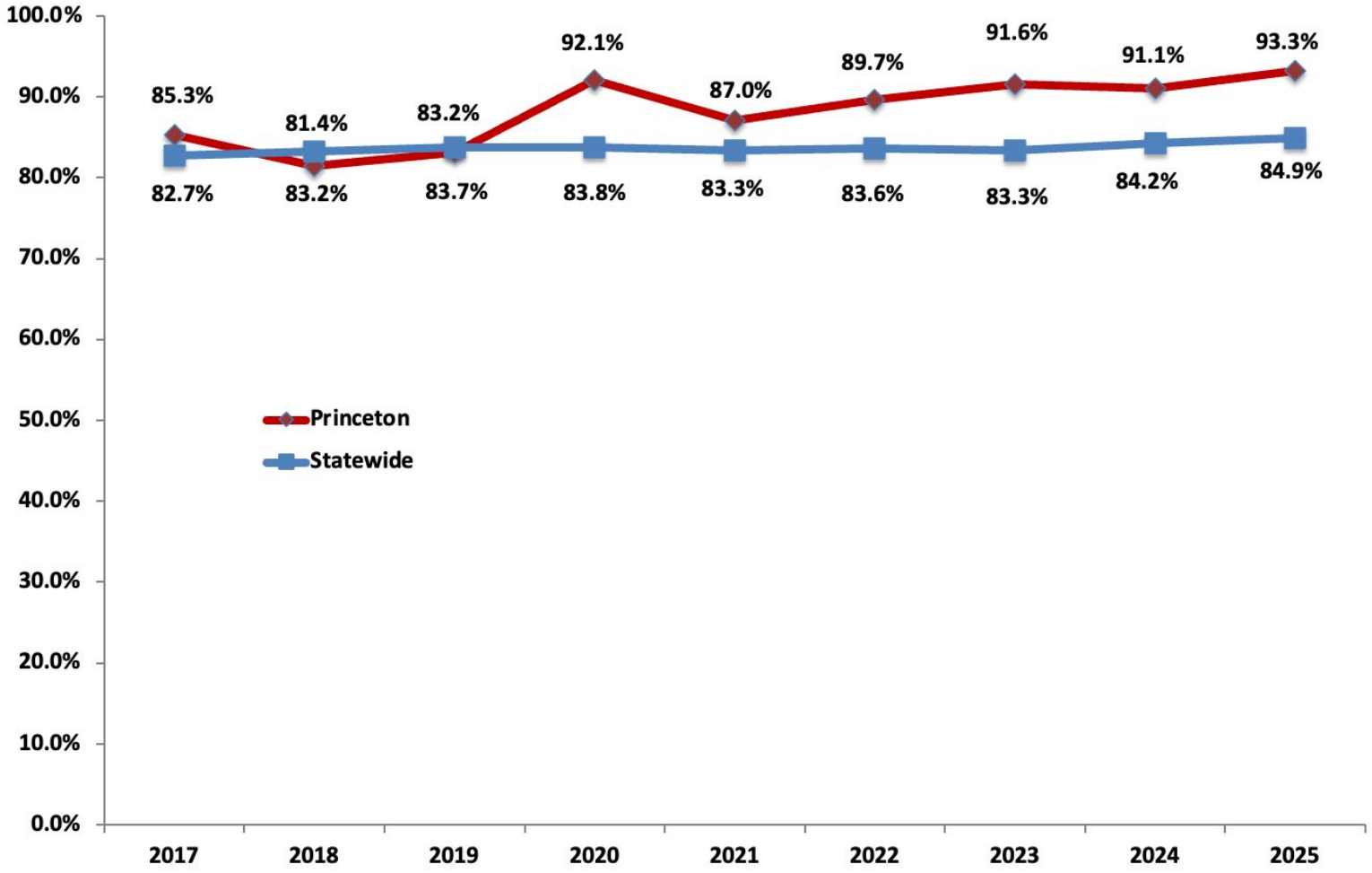
HIGH SCHOOL GRADUATION

Princeton’s graduation rate will be higher than 90% with no student group below 85%.

2025 4-Year Graduation Rates by School

	N Graduated	Total Number	4-Year Percentage
Princeton High School	192	203	94.6%
Princeton Online MN	33	35	94.3%
Princeton Area Learning Center (+ Credit Recovery)	24	29	82.8%
District Total	249	267	93.3%
State of MN	61,935		84.9%

4-Yr Grad Rates Trends



Mission

Princeton Public Schools is an innovative leader in instruction, developing in EVERY learner the ability to succeed in an ever-changing world.

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Continuous Improvement Plan

Vision

Princeton Public Schools will equip every student to be career and college ready through personalized instruction, community partnerships, and collaboration.

Princeton Public Schools

2026 - 2027 Operational Plan

Strategic Direction	Student Learning *High student acheivement.*	Climate & Culture *Free of discrimination and racism.*	MTSS *Robust response programming to meet the needs of ALL students in a tiered system.*	Operations *Efficient and effective operations.*
Learning Work	Unpack 2022 Math Standards Pilot Math Materials - enVision and Illustrative Mathematics PLC Process of Analyzing Student Work & Data	Anonymous Reporting State Requirement See Something, Say Something, Send Something	System Leadership and Successful Teams (Sequence D) Data Calendar	Crisis Plan Improvements
Implementation Work	2020 ELA Standards/MCA-IV	Attendance Campaign Parent/Family Connection	eduCLIMBER - use it to see individual student and class data Intro to MnMTSS Framework	Skyward Qmlativ Paraprofessional Matrix iObservation New Staff Chromebooks
Standard Work	Princeton Paradigm ATPPS	Habits of a Tiger	Assessment Inventory	Comprehensive Achievement and Civic Readiness CACR Create Annual Budget for School District

Student Learning

High Student Achievement

- Move toward a guaranteed, coherent and viable curriculum.
- Deepen use of Princeton Paradigm as our model of instruction.
- Foster authentic literacy across content areas (reading, writing, thinking, speaking).

Princeton PARADIGM

CORE INSTRUCTION

- Standards / Units of Standards
- Learning Targets
- Learning Progressions
- Taxonomy
- Success Criteria (Desired Student Evidence)
- Task / Activity (Formative Assessment)
- Actual Student Evidence
- Scaffold/Reteach Differently/Extend

CULTURE / CONDITIONS

- Live at Analysis
- Activate Students as Owners of their Learning
- Activate Students as Learning Resources for one another
- Normalize Mistake Making as essential to learning (productive struggle)
- Infuse Tiger Pride: Social and Emotional Learning (SEL); the skills for quality of life

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?

Climate and Culture

Free of Discrimination and Racism

- Create a school environment where students and staff feel safe, respected, and a sense of belonging free of discrimination and racism.
- Create continuity and alignment across sites to ensure common language, student voice, and practices that promote a positive school climate.
- Embed, teach, and assess Habits of a Tiger in all content areas.
- Strategically establish and maintain meaningful relationships with ALL students and each other.
- Enhance cultural responsiveness and diversity-related educational opportunities and experiences to ensure that students acquire the knowledge and skills necessary for living and working effectively as members of a diverse, pluralistic and global society.

Multi-Tiered System of Supports

Robust Response Programming to Meet the Needs of ALL Students in a Tiered System

- Provide continuity, transition, and alignment across sites to ensure common language and promote the effective use of MTSS practices.
- Use a continuum of evidence-based practices with fidelity that meet both the academic and behavior needs of all students.
- Implement and refine the effective use of the Problem Solving Process at each site to ensure that academic and behavior interventions are targeted correctly to the root cause of the problem(s).

Operations

Efficient and Effective Operations

- Ensure facilities are safe, well maintained and promote a 21st century learning environment.
- Promote positive messaging to showcase points of pride in our district to increase school spirit and Tiger pride.
- Utilize best practices in governance by building systems for two-way communication built on positivity, trust, respect, transparency, and hospitality.
- Operate district in a fiscally responsible manner that supports student learning while maintaining an unassigned fund balance of at least 10%.
- Hire the best people, provide the highest level of training and support, and aim to have the highest level of employee engagement and pride.