|  |  | Key Indicators: | Target | Stretch |  | Goal | Moderate |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Academic | High Academic Achievement | MAP Data-Communication Arts (\% prof/adv) | 100 | 98 | 94 | 90 | 85 | 80 | 75 | 70 |
|  |  | iReady Data-Reading (\% on or above grade level) | 100 | 98 | 94 | 90 | 85 | 80 | 75 | 70 |
|  |  | \% of students who grew a year | 100 | 98 | 94 | 90 | 85 | 80 | 75 | 70 |
|  |  | MAP Data-Math (\% prof/adv) | 100 | 98 | 94 | 90 | 85 | 80 | 75 | 70 |
|  |  | iReady Data-Math (\% on or above grade leve) | 100 | 98 | 94 | 90 | 85 | 80 | 75 | 70 |
|  |  | \% of students who grew a year | 100 | 98 | 94 | 90 | 85 | 80 | 75 | 70 |
| Customer Focus Stakeholder Engagement | Student Perceptions | \% high RELEVANCE | 100 | 98 | 94 | 90 | 85 | 80 | 75 | 70 |
|  |  | \% high RIGOR | 100 | 98 | 94 | 90 | 85 | 80 | 75 | 70 |
|  |  | \% high quality Teachers / Staff | 100 | 98 | 94 | 90 | 85 | 80 | 75 | 70 |
|  | Attendance | 90/90 standard | 100 | 98 | 94 | 90 | 85 | 80 | 75 | 70 |
| Employees | Staff Attendance | Average monthly \% - excluding job-related and PD | 100 | 98 | 94 | 90 | 85 | 80 | 75 | 70 |
| Supervision | Respect \& Care | \% students saying high positive - RELATIONSHIPS | 100 | 98 | 94 | 90 | 85 | 80 | 75 | 70 |
|  | Safe \& Orderly | \% students feel safe | 100 | 98 | 94 | 90 | 85 | 80 | 75 | 70 |
|  | Extra \& Cocurricular | \% of students participating | $80$ | 70 | 60 | 50 | 45 | 40 | 35 | 30 |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  | While we want $100 \%$ as our academic targets, we know that certain things come into play: testing anxiety, twice exceptional, ... |  |  |  |  |  |  |  |  |
|  |  | Legislation has caused us to restructure how we serve high school and therefore the way extensions and enrichment was initially served by our gifted teacher has changed in the middle school. |  |  |  |  |  |  |  |  |
|  |  | 37 students did not grow a year or more in reading. Of these students, 17 ( $18 \%$ ) were 1-3 years ahead of their grade levels. With the current curriculum process we are going through, addressing how to help gifted/talented student meet and/or exceed the standards will be noted. This will act as a resource for our district teachers. |  |  |  |  |  |  |  |  |
|  |  | 82\% rigor-STEM activities have been a major focus in Capstone and now these activities are becoming more frequent in the regular classroom. This means that as a center, we need to rethink and reshape some of our curriculum in order to bring more change and critical thinking. |  |  |  |  |  |  |  |  |



