# 2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2020-21 WBWF and A&I Annual Summary & Progress Report**. You can copy your responses from this template into the electronic form.

**District or Charter Name**: Osseo Area Schools

**Grades Served**: Pre-K - 12th Grade

**WBWF Contact**: Jeremy M. Willey

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**A&I Contact**: Duane Wardally

**Title**: Director of Educational Equity

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

 X  Yes ___ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

   ***Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.***

# World's Best Workforce

## Annual Report

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

- https://www.district279.org/academics

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.
- https://www.district279.org/academics

## Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year.** *Report on this measure for the 2020-21 school year.*

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.
- WBWF - November 8th, 2021
- A&I - March 8th, 2022

## District Advisory Committee

**The District Advisory Committee should be in place at the start of the school year.** *Report on your membership list.*

**DEPARTMENT OF EDUCATION**

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2020-21 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

| District Advisory Committee Members | Role in District | Are they part of the Achievement and Integration leadership team? (Mark X if Yes) |
|---|---|---|
| Jeremy Willey | Director of Learning & Achievement | |
| Robin Gunsolus | Assistant Director of Learning & Achievement | |
| Sarah Lancette | Coordinator of Student Services | |
| Jenna Johnshoy-Aarestad | Coordinator of Data & Assessment | |
| Gao Thor | Data Analyst | |
| Heather Douglass | School Board Member | |
| Thomas Brooks | School Board Member | |
| Shayna Kallor | Parent & Teacher, District Planning Advisory Council | |
| Stacey Yurcek | Parent, District Planning Advisory Council | |
| Becky Ramsey | Parent, District Planning Advisory Council | |
| Amanda Heller | Parent, District Planning Advisory Council | |
| Gbubemi Amakor | Parent, District Planning Advisory Council | |
| Melissa Voronyak | Parent, District Planning Advisory Council | |
| Matt Leisen | Parent & Teacher, District Planning Advisory Council | |

| Marty Cohen | Parent, District Planning Advisory Council | |
| --- | --- | --- |
| Melody Brinkley | Parent, District Planning Advisory Council | |
| Rose Tonn | Community Member, District Planning Advisory Council | |

## Equitable Access to Excellent and Diverse Educators

*Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.*

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

**Respond to the questions below.**

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data?
  - What data did you look at?
  - How frequently do you review the data?
  - Who was included in conversations to review equitable access data?

**Limit response to 200 words.**

*Osseo Area Schools produces monthly building summary reports that include information on teacher demographics, education, and experience. Exit interview and attrition data is analyzed to determine the reason(s) why a teacher has chosen to leave a school. The information is used to address staffing needs and to set priorities for our work under our World's Best Workforce Strategic Plan. Members of the Priority Result team focused on recruitment and retention of staff of color and Indigenous staff review the data.*

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
  - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

**Limit response to 200 words.**

*For the past two years we have focused our attention on retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff. We work annually with our School Board to develop specific priority results to recruit and retain a diverse, experienced, and high performing teaching staff.*

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
  - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
    **Limit response to 200 words.**

*All student groups are represented. We currently have 151 teachers of color or Indigenous teachers. This represents approximately 9.3% of our teaching staff. We have 59.35% students of color and Indigenous students.*

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?
  **Limit response to 200 words.**

*We are in our 9th year of a priority result centered around hiring staff that mirror the demographics of our students. We have implemented several strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and Educational Support Professionals (ESP) mentoring program, and Asian American and Pacific Islander (AAPI) focus group, contract language to retain probationary licensure staff utilizing our recruitment and retention manager to move our work forward. We also have the district's Family and Community Engagement, and Indian Education teams.*

## Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

X        District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

X        District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. Please fill out the table below with your specific SMART goals.

![Minnesota Department of Education logo] **DEPARTMENT OF EDUCATION**

### *All Students Ready for School*

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

| Goal | Result | Goal Status |
|---|---|---|
| The percentage of all students in Kindergarten who will score at or above the grade level proficiency benchmark on the Letter Naming Task from the Formative Assessment System for Teachers earlyReading (FAST) will increase from 66.1% in 2020 to 68.1% in 2021.<br><br>2021-2022 Goal:<br>The percentage of all students in Pre-Kindergarten programming who meet or exceed expectations on the Teaching Strategies Gold (TS Gold) assessment will increase from 83% in the spring of 2021 to 85% in the spring of 2022. | *63% of incoming Kindergarten students met or exceeded the fall cut score for Letter Naming Fluency in fall of 2021.* | ***Check one of the following:***<br><br>\_\_\_ On Track (multi-year goal)<br><br>\_\_\_ Not On Track (multi-year goal)<br><br>\_\_\_ Goal Met (one-year goal)<br><br><u>X</u> Goal Not Met (one-year goal)<br><br>\_\_\_ Met All (multiple goals)<br><br>\_\_\_ Met Some (multiple goals)<br><br>\_\_\_ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

*In 2021, 63% of kindergarten students in Osseo Area Schools completed the Letter Naming Fluency assessment through FastBridge. This was 3.1 % below the 2020 proficiency rate. One variable may be that the system transitioned from an untimed task to a FastBridge timed assessment.  Another variable that may have had an impact on the proficiency data used to measure progress toward this SMART goal is the ongoing fluctuation and/or transitions in learning models that Pre-Kindergarten students experienced throughout the 2020-2021 school year in Osseo Area Schools and community preschool providers.*

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

*Each fall, Kindergarten students are assessed on their knowledge of foundational literacy skills through the FastBridge earlyReading assessment..  Nationally-normed cut scores are utilized to identify students as scoring in one of three categories: "low risk", "some risk", and "at risk".  Subgroup categories designated by MDE are used*

*to disaggregate this data.  Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites to make instructional decisions moving forward.*

*Osseo Area Schools supports Voluntary Pre-K and Title I Pre-K programming at our sites that have the largest percentage of students who qualify for free and/or reduced lunch.  Additionally, tuition-based Pre-K programming is offered at sites with smaller numbers of free and/or reduced lunch students.  Early literacy skills are the focus of Pre-K programming.  Kindergarten students who identified as "some risk" or "at risk" are supported through a structured phonics program and interventions that target foundational literacy skills.*

*All Students in Third Grade Achieving Grade-Level Literacy*

| Goal | Result | Goal Status |
|---|---|---|
| The percentage of all students in 3rd Grade who meet or exceed proficiency on the Minnesota Comprehensive Assessment (MCA) in reading will increase from 51.9% in 2019 to 53.9% in 2021.<br><br>2021-2022 Goal:<br>The percentage of all students in 3rd Grade who meet or exceed proficiency on the Minnesota comprehensive Assessment (MCA) in reading will increase from 45.1% in 2021 to 47.1% in 2022. | 45.1% of all students in 3rd grade met or exceeded proficiency on the Minnesota Comprehensive Assessment (MCA) in reading in the spring of 2021. | *Check one of the following:*<br><br>___ On Track (multi-year goal)<br><br>___ Not On Track (multi-year goal)<br><br>___ Goal Met (one-year goal)<br><br> X  Goal Not Met (one-year goal)<br><br>___ Met All (multiple goals)<br><br>___ Met Some (multiple goals)<br><br>___ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

*In 2021, 79.7% of 3rd Grade students in Osseo Area Schools participated in the Minnesota Comprehensive Assessment in Reading.  This was 5.6% below the state average in 2021 (85.3%).  In contrast, 99.5% of 3rd Grade students in Osseo Area Schools participated in the Minnesota Comprehensive Assessment in Reading in 2019. This accounts for a difference of nearly 20% from one test administration to another.  Another variable that may have had an impact on the quality of the data used to measure progress toward this SMART goal is the ongoing fluctuation and/or transitions in learning models that students experienced throughout the 2020-2021 school year in Osseo Area Schools.*

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

*Minnesota Comprehensive Assessment (MCA) results are used to monitor student proficiency in reading. Subgroup categories designated by MDE are used to disaggregate this data.  Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites.  Information regarding Z-state (when available) and a value-added metric are additional, related data points that are shared in this goal area.*

*All elementary students engage in a balanced literacy instructional model for core reading instruction.  This model focuses on the five pillars of literacy: phonemic awareness; phonics; vocabulary development; fluency, including oral reading skills; and comprehension.  The existing curriculum resources utilized are Benchmark*

*Literacy.  Students who are identified through literacy screening as needing additional support receive an evidence-based intervention which is documented and monitored weekly through FastBridge progress monitoring.*

*Close the Achievement Gap(s) Between Student Groups*

| Goal | Result | Goal Status |
|---|---|---|
| The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in math will decrease by 2% in each racial grouping from 2019 to 2021.<br><br>The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease by 2% in each racial grouping from 2019 to 2021.<br><br>2021-2022 Goal:<br>The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in math will decrease by 2% in each racial grouping from 2021 to 2022.<br><br>The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease by 2% in each racial grouping from 2021 to 2022. | American Indian and Hispanic students achieved their math goals.  Other groups did not.<br><br><br><br><br>Black students achieved their reading goal.  Other groups did not. | *Check one of the following:*<br><br>___ On Track (multi-year goal)<br><br>___ Not On Track (multi-year goal)<br><br>___ Goal Met (one-year goal)<br><br>___ Goal Not Met (one-year goal)<br><br>___ Met All (multiple goals)<br><br> X  Met Some (multiple goals)<br><br>___ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data

quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

*In 2021, 75.9% of all students in Osseo Area Schools participated in the Minnesota Comprehensive Assessment in Reading. This was 2.3% below the state average in 2021 (78.2%). In contrast, 99.1% of all students in Osseo Area Schools participated in the Minnesota Comprehensive Assessment in Reading in 2019. This accounts for a difference of nearly 23% from one test administration to another. Another variable that may have had an impact on the quality of the data used to measure progress toward this SMART goal is the ongoing fluctuation and/or transitions in learning models that students experienced throughout the 2020-2021 school year in Osseo Area Schools.*

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

*Minnesota Comprehensive Assessments (MCA) and FastBridge assessment results are used to monitor student proficiency in reading and mathematics. Subgroup categories designated by MDE are used to disaggregate this data. Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites. Information regarding Z-state (when available) and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2021, our largest achievement gaps by race were with our Black and Hispanic students. Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special Education) was with our English Learner students.*

*Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developing differentiated instruction and personalized learning experiences; engaging staff members in comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies.*

*All Students Career and College-Ready by Graduation*

| Goal | Result | Goal Status |
|---|---|---|
| The composite score average for all four subject areas on the ACT will increase from 19.5 in 2019 to 19.6 in 2021.<br><br>2021-2022 Goal:<br>The composite score average for all four subject areas on the ACT will increase from 19.5 in 2019 to 19.6 in 2021. | The composite score average for all four subject areas on the ACT was 19.5 in 2021. | *Check one of the following:*<br><br>___ On Track (multi-year goal)<br><br>___ Not On Track (multi-year goal)<br><br>___ Goal Met (one-year goal)<br><br> X  Goal Not Met (one-year goal)<br><br>___ Met All (multiple goals)<br><br>___ Met Some (multiple goals)<br><br>___ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

*During the 2020-2021 school year, we had two test administrations of the ACT.  In October 2020, 12th grade students that were unable to complete the ACT in the spring of 2020 were able to take the test at their designated high schools.  In April 2021, current 11th grade students also completed the ACT at their designated high schools.*

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

*Traditionally, we have examined 11th grade student performance on the ACT by looking at benchmark data for each strand and performance on all four indicators overall.  Additionally, we have reviewed information from graduates, for all tests taken, for the same information previously listed and compared this information with state and national averages.  This information is disaggregated by race - beyond state-identified racial groupings - and gender.*

*Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developing differentiated instruction and personalized learning*

*experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies.*

*Additional efforts to promote college and career readiness include:*
- *Continued expansion of Advanced Placement (AP), International Baccalaureate (IB), and concurrent enrollment course offerings for students; &*
- *Ongoing participation in advisory programming at the middle and high school level utilizing the Ramp Up to Readiness program (U of MN) and My Personal Plan from MCIS.*

*All Students Graduate*

| Goal | Result | Goal Status |
| --- | --- | --- |
| The percentage of all students graduating within four years will increase from 84% in 2019 to 85% in 2020.<br><br>2021-2022 Goal:<br><br>The percentage of all students graduating within four years will increase from 84.4% in 2020 to 85.4% in 2021. | The percentage of all students graduating within four years was 84.4%. | *Check one of the following:*<br><br>___ On Track (multi-year goal)<br><br>___ Not On Track (multi-year goal)<br><br>___ Goal Met (one-year goal)<br><br> X  Goal Not Met (one-year goal)<br><br>___ Met All (multiple goals)<br><br>___ Met Some (multiple goals)<br><br>___ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

*The percentage of all students graduating within four years in Osseo Area Schools increased from 84.1% in 2019 to 84.4% in 2020.  This marks a 0.3% increase.  4-year graduation rates have remained stable for the past eight years with a range of 2.8% over that time and a median 4-year graduation rate of 84.4%.*

**Narrative is required. 200-word limit.**

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

*We examine graduation data to identify patterns that reflect lower rates of graduation overall and by student group (race, special education, EL, F/RE lunch services).  Graduates are tracked when they leave our system to examine trends and determine next actions to support learners through graduation.  Graduation data is compared to state averages overall as well as by race and service groupings.  Finally, similar information is examined relative to 7-year graduation rates as well.*

*Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developing differentiated instruction and personalized learning experiences; engaging staff members in comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies.*

# 2020-21 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

**This progress report has two parts:**

1. **Achievement and Integration**: Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

*MDE understands this past school year (2020-21) brought on unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.*

**\*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the Combined 2020-21 WBWF and A&I Annual Summary & Progress Report. You can copy your responses from this template into the electronic form.**

# Achievement and Integration

**District Name**:  Osseo Area Schools

**A and I Contact**:   Duane Wardally

**Title**:  Director of Educational Equity

**Phone**:  763-391-7124

**Email**:  wardallyd@district279.org

## *Annual Public Reporting*

**A&I Requirement**: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

## *Annual Public Meeting*

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.
    - March 8th, 2021

*Achievement and Integration Goal 1*

| Goal Statement | Achievement or Integration Goal? | Baseline (2019 - 20 SY) | Actual Result (2020- 21 SY) | On Track? |
|---|---|---|---|---|
| As part of the NWSISD Collaborative Osseo Area Schools will participate in programming seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>___ Achievement Goal<br><br>_x_ Integration Goal<br><br>___ Teacher Equity | Location 2019% SOC/AI<br><br>District  59.6%<br><br>Birch Grove 86%<br><br>Crest View 95.4 %<br><br>Edinbrook 89.6%<br><br>Fair Oaks 94.6%<br><br>Garden City 95.4%<br><br>Palmer Lake 90.9%<br><br>Park Brook 87%<br><br>Zanewood 97%<br><br>Brooklyn Middle 83.9%<br><br>North View 92.8%<br><br>Park Center 88.5%<br><br>*** Weaver Lake Magnet 63.9% | Location 2020% SOC/AI<br><br>District  60.6%<br><br>Birch Grove 85.4%<br><br>Crest View 94.7%<br><br>Edinbrook 90.8%<br><br>Fair Oaks 93.4%<br><br>Garden City 93.8%<br><br>Palmer Lake 92.6%<br><br>Park Brook 89.8%<br><br>Zanewood 94.7%<br><br>Brooklyn Middle 84.7%<br><br>North View 95.2%<br><br>Park Center 89.1%<br><br>*** Weaver Lake Magnet 63.8% | **Check one of the following:**<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**DEPARTMENT OF EDUCATION**

**Narrative is required. 200-word limit.**

- **What data have you used to identify needs in this goal area?**
- **How is this data disaggregated by student groups?**
- **What strategies are in place to support this goal area?**

Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

We provided the opportunity for educators within our district to participate in inter and intra-district professional development learning opportunities. We provided both inter and intra-district student programs which promote college and career readiness. We have implemented these strategies with various levels of fidelity. Much of the work is done on site and led by the building leader and their team with support from district level personnel.

Achievement and Integration Goal 2

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x_ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | **American Indian:**<br><br>Target: 46.5%<br><br>**Asian/Pacific Islander:**<br><br>Target: 52%<br><br>**Black:**<br><br>Target: 36.9%<br><br>**Hispanic:**<br><br>Target: 40.3% | **American Indian:**<br><br>Actual: 36.4%<br><br>**Asian/Pacific Islander:**<br><br>Actual: 43.7%<br><br>**Black:**<br><br>Actual: 39.7%<br><br>**Hispanic:**<br><br>Actual: 35.6% | Check **one** of the following:<br><br>___ On Track<br><br>_x_ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

- **What data have you used to identify needs in this goal area?**
- **How is this data disaggregated by student groups?**
- **What strategies are in place to support this goal area?**

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Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders.

Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics. Subgroup categories designated by MDE are used to disaggregate this data. Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites. Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students. Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special Education) was with our Special Education students.

Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies.

Student programs provided through NWSISD focus on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention. In addition to the previously stated opportunities; NWSISD is partnering with createMpls to bring high quality, hands-on STEM learning to bridge skills and experience gaps. The learning labs will be delivered in an after-school/summer school enrichment format.

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*Achievement and Integration Goal 3*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| | | | | |

| The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x_ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | **American Indian:**<br><br>Target: 42.2%<br><br>**Asian/Pacific Islander:**<br><br>Target: 48.5%<br><br>**Black:**<br><br>Target: 26.2%<br><br><br><br>**Hispanic:**<br><br>Target: 31.2% | **American Indian:**<br><br>Actual: 37.7%<br><br>**Asian/Pacific Islander:**<br><br>Actual: 34.6%<br><br>**Black:**<br><br>Actual: 18.6%<br><br><br><br>**Hispanic:**<br><br>Actual: 24.3% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |
|---|---|---|---|---|

**Narrative is required. 200-word limit.**

- **What data have you used to identify needs in this goal area?**
- **How is this data disaggregated by student groups?**
- **What strategies are in place to support this goal area?**

**Please note:** If you have more than three goals, copy and paste additional A&I Goal tables and corresponding narrative below.

Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders.

Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics. Subgroup categories designated by MDE are used to disaggregate this data. Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites. Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students. Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special Education) was with our Special Education students.

Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and  personalized

learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies.

## Achievement and Integration Goal 4

| Goal Statement | Achievement or Integration Goal? | Baseline | Year 3 (2019-20) Actual | On Track? |
|---|---|---|---|---|
| Increase American Indian student attendance at all grade levels for all Osseo Area Schools American Indian students from FY 2020-2021. | Check one of the following:<br><br>[x] Achievement Goal<br>[ ] Integration Goal | 2019-2020<br><br>Average Daily Attendance for American Indian Students Districtwide<br><br>92.3<br><br>Gr K-5<br><br>93.8<br><br>Gr 6-8<br><br>92.9<br><br>Gr 9-12<br><br>89.6 | 2020-2021<br><br>Average Daily Attendance for American Indian Students Districtwide<br><br>87.7<br><br>Gr K-5<br><br>93.9<br><br>Gr 6-8<br><br>85.8<br><br>Gr 9-12<br><br>83.6 | Check one of the following:<br><br>[ ] Goal met<br>[x] Goal not met<br>[ ] Unable to report |

*Narrative is required; 200-word limit.*

Due to inconsistencies in data reporting for American Indian students surrounding the racial/ethnic identifiers, we are unable to provide accurate data surrounding American Indian attendance data.  Our American Indian Education program serves over 450 students who are identified according to federal and/or state guidelines.  However, the data pulled on American Indian students' attendance reports does not include full representation (the sum of both ethnic identification codes) of this student population due to the differing legal definitions of American Indian identity at the state and federal levels.  We continue to work with MDE, US DOE, and OIE, and Osseo enrollment and data teams to ensure we are continuously enhancing the fidelity of our American Indian student data.

**What data have you used to identify needs in this goal area? How is this data disaggregated by student**

| **groups?** |
|---|
| Examination of attendance data; specifically around chronic absenteeism data for American Indian students by grade range in comparison to the district wide rates. |
| **What strategies are in place to support this goal area?** |
| The strategies we use to increase American Indian student attendance at Osseo Area Schools include targeted weekly American Indian Education programming,  American Indian Check & Connect program, a 2-day staff development for all licensed staff focused on educating American Indian students and providing authentic AI resources, continued collaborations with Learning & Achievement to provide culturally responsive lessons as it pertains to American Indian people (so that students see themselves reflected within the learning environment), as well as increasing overall American Indian visibility within the school system.  Examples include the installation of 13 Native Sovereign Nations flags in each of our schools. We also receive feedback through student, staff and community surveys created in collaboration with the AIPAC. Our work is responsive and is directed by community needs voiced through our American Indian Parent Advisory Committee. |

**Narrative is required; 200-word limit.**
Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

| |
|---|
| We have seen some success such as our highly integrated magnet school (Weaver Elementary) 63.8% students of color/American Indian and 36.2% White students, and limited success in other spaces where they are racially segregated (Zanewood) 94.7% students of color/American Indian and 5.3% White students. |

## Impacts from Distance Learning

**Narrative is required; 200-word limit.**
Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

| |
|---|
| We were unable to fully implement many of our strategies via distance learning.  In fact, distance learning has uncovered that our CLEAR model and district equity tools and other strategies are crucial to keep students on track for college and career readiness. We were able to continue some of our student programming in our REAL Talk groups and Check and Connect.  We were unable to finish with some of our professional development, However we were able to participate in a well received NUA/CLEAR Summer Institute.<br> As our students were unable to take many of the traditional assessments  to inform our progress on some of our goals, we will move forward with collecting that data this year. |

# Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name**:   Birch Grove Elementary

## *Achievement and Integration Goal 1*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| As part of the NWSISD Collaborative Osseo Area Schools will participate in programming seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>___ Achievement Goal<br><br>_x__ Integration Goal<br><br>___ Teacher Equity | Location 2019%<br><br>SOC/AI District 59.6%<br><br>Birch Grove 86.0% | Location 2021%<br><br>SOC/AI District 60.6%<br><br>Birch Grove 85.4% | Check **one** of the following:<br><br>_x__ On Track<br><br>___ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

**What data have you used to identify needs in this goal area?**
Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

**How is this data disaggregated by student groups?**

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

**What strategies are in place to support this goal area?**

We provided the opportunity for educators within our district to participate in inter and intra-district professional development learning opportunities. We provided both inter and intra-district student programs which promote college and career readiness. We have implemented these strategies with various levels of fidelity. Much of the work is done on site and led by the building leader and their team with support from district level personnel.

*Achievement and Integration Goal 2*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>American Indian: 46.5%<br><br>Asian/Pacific Islander: 52%<br><br>Black: 36.9%<br><br>Hispanic: 40.3% | Actual:<br><br>American Indian: 0%<br><br>Asian/Pacific Islander: 38.1%<br><br>Black: 43.8%<br><br>Hispanic: 35.3%<br><br>White: 30% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics. Subgroup categories designated by MDE are used to disaggregate this data. Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites. Information

regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students.  Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special Education) was with our Special Education students.

What strategies are in place to support this goal area?

Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies.

## *Achievement and Integration Goal 3*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>American Indian: 42.2%<br><br>Asian/Pacific Islander: 48.5%<br><br>Black: 26.2%<br><br>Hispanic: 31.2% | Actual:<br><br>American Indian: 0%<br><br>Asian/Pacific Islander: 60%<br><br>Black: 29.8%<br><br>Hispanic: 35.3%<br><br>White: 30% | Check **one** of the following:<br><br>_x__ On Track<br><br>___ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency).  These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps.  All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step

| process. These actions are documented and monitored by site leaders. |
|---|

| What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? |
|---|
| Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics. Subgroup categories designated by MDE are used to disaggregate this data. Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites. Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students. Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special Education) was with our Special Education students. |
| What strategies are in place to support this goal area? |
| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

*Integration*

**Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.**

Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.
We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

*Impacts from Online Learning*

**Narrative is required. 200-word limit.**

**Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?**

We were unable to fully implement many of our strategies via distance learning.  In fact, distance learning has uncovered that our CLEAR model and district equity tools and other strategies are crucial to keep students on track for college and career readiness.  We were able to continue some of our student programming in our REAL Talk groups and Check and Connect.   We were unable to finish with some of our professional development, However we were able to participate in a well received NUA/CLEAR Summer Institute.

As our students were unable to take many of the traditional assessments  to inform our progress on some of our goals, we will move forward with collecting that data this year.

## Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name**:   Crestview Elementary

### *Achievement and Integration Goal 1*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| As part of the NWSISD Collaborative Osseo Area Schools will participate in programming seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023. | Check one of the following: <br><br> ___ Achievement Goal <br><br> _x__ Integration Goal <br><br> ___ Teacher Equity | Location 2019% <br><br> SOC/AI District 59.6% <br><br> Crest View 95.4% | Location 2021% <br><br> SOC/AI District 60.6% <br><br> Crest View 94.7% | Check **one** of the following: <br><br> _x__ On Track <br><br> ___ Not on Track <br><br> ___ Goal Met <br><br> ___ Unable to Report |

**Narrative is required. 200-word limit.**

**What data have you used to identify needs in this goal area?**
Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

**How is this data disaggregated by student groups?**

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

**What strategies are in place to support this goal area?**

We provided the opportunity for educators within our district to participate in inter and intra-district professional development learning opportunities. We provided both inter and intra-district student programs which promote college and career readiness. We have implemented these strategies with various levels of fidelity. Much of the work is done on site and led by the building leader and their team with support from district level personnel.

### *Achievement and Integration Goal 2*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>Asian/Pacific Islander: 52%<br><br>Black: 36.9%<br><br>Hispanic: 40.3% | Actual:<br><br>Asian/Pacific Islander: 0%<br><br>Black: 16.9%<br><br>Hispanic: 0%<br><br>White: 0% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency).  These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps.  All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process.  These actions are documented and monitored by site leaders.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics.  Subgroup categories designated by MDE are used to disaggregate this data.  Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites.  Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students.  Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special

| Education) was with our Special Education students. |
| --- |
| What strategies are in place to support this goal area? |
| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

### *Achievement and Integration Goal 3*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
| --- | --- | --- | --- | --- |
| The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>Asian/Pacific Islander: 48.5%<br><br>Black: 26.2%<br><br>Hispanic: 31.2% | Actual:<br><br>Asian/Pacific Islander: 16.7%<br><br>Black: 10.3%<br><br>Hispanic: 0%<br><br>White: 0% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

| Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency).  These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps.  All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process.  These actions are documented and monitored by site leaders. |
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| |
|---|
| What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? |
| Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics.  Subgroup categories designated by MDE are used to disaggregate this data.  Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites.  Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students.  Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special Education) was with our Special Education students. |
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*Integration*

**Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.**

Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.
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*Impacts from Online Learning*

**Narrative is required. 200-word limit.**

**Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?**

We were unable to fully implement many of our strategies via distance learning.  In fact, distance learning has uncovered that our CLEAR model and district equity tools and other strategies are crucial to keep students on track for college and career readiness.  We were able to continue some of our student programming in our REAL Talk groups and Check and Connect.   We were unable to finish with some of our professional development, However we were able to participate in a well received NUA/CLEAR Summer Institute.

As our students were unable to take many of the traditional assessments  to inform our progress on some of our goals, we will move forward with collecting that data this year.

## Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name**:   Edinbrook Elementary

### *Achievement and Integration Goal 1*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| As part of the NWSISD Collaborative Osseo Area Schools will participate in programming seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>___ Achievement Goal<br><br>_x__ Integration Goal<br><br>___ Teacher Equity | Location 2019 %<br><br>SOC/AI District 59.6%<br><br>Edinbrook 89.6% | Location 2021 %<br><br>SOC/AI District 60.6%<br><br>Edinbrook 90.8% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

**What data have you used to identify needs in this goal area?**
Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

**How is this data disaggregated by student groups?**

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

**What strategies are in place to support this goal area?**

We provided the opportunity for educators within our district to participate in inter and intra-district professional development learning opportunities. We provided both inter and intra-district student programs which promote college and career readiness. We have implemented these strategies with various levels of fidelity. Much of the work is done on site and led by the building leader and their team with support from district level personnel.

### *Achievement and Integration Goal 2*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>American Indian: 46.5%<br><br>Asian/Pacific Islander: 52%<br><br>Black: 36.9%<br><br>Hispanic: 40.3% | Actual:<br><br>American Indian: 40%<br><br>Asian/Pacific Islander: 39.7%<br><br>Black: 30%<br><br>Hispanic: 15.8%<br><br>White: 63.6% | Check **one** of the following:<br><br>_x__ On Track<br><br>___ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency).  These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps.  All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process.  These actions are documented and monitored by site leaders.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics.  Subgroup categories designated by MDE are used to disaggregate this data.  Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites.  Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students.  Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special

| Education) was with our Special Education students. |
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| What strategies are in place to support this goal area? |
| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

### *Achievement and Integration Goal 3*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>American Indian: 42.2%<br><br>Asian/Pacific Islander: 48.5%<br><br>Black: 26.2%<br><br>Hispanic: 31.2% | Actual:<br><br>American Indian: 40%<br><br>Asian/Pacific Islander: 43.1%<br><br>Black: 24.7%<br><br>Hispanic: 21.1%<br><br>White: 72.7% | Check **one** of the following:<br><br>_x__ On Track<br><br>___ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

| Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency).  These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps.  All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process.  These actions are documented and monitored by site leaders. |
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| What data have you used to identify needs in this goal area? How is this data disaggregated by student |
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| groups? |
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| Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics.  Subgroup categories designated by MDE are used to disaggregate this data.  Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites.  Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students.  Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special Education) was with our Special Education students. |
| What strategies are in place to support this goal area? |
| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

*Integration*

**Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.**

Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

*Impacts from Online Learning*

**Narrative is required. 200-word limit.**

**Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?**

We were unable to fully implement many of our strategies via distance learning.  In fact, distance learning has uncovered that our CLEAR model and district equity tools and other strategies are crucial to keep students on track for college and career readiness.  We were able to continue some of our student programming in our REAL Talk groups and Check and Connect.   We were unable to finish with some of our professional development, However we were able to participate in a well received NUA/CLEAR Summer Institute.

As our students were unable to take many of the traditional assessments  to inform our progress on some of our goals, we will move forward with collecting that data this year.

## Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name**:   Fair Oaks Elementary

### *Achievement and Integration Goal 1*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| As part of the NWSISD Collaborative Osseo Area Schools will participate in programming seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>___ Achievement Goal<br><br>_x__ Integration Goal<br><br>___ Teacher Equity | Location 2019%<br><br>SOC/AI District 59.6%<br><br>Fair Oaks 94.8% | Location 2021%<br><br>SOC/AI District 60.6%<br><br>Fair Oaks 93.4% | Check **one** of the following:<br><br>_x__ On Track<br><br>___ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

**What data have you used to identify needs in this goal area?**
Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

**How is this data disaggregated by student groups?**

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

**What strategies are in place to support this goal area?**

We provided the opportunity for educators within our district to participate in inter and intra-district professional development learning opportunities. We provided both inter and intra-district student programs which promote college and career readiness. We have implemented these strategies with various levels of fidelity. Much of the work is done on site and led by the building leader and their team with support from district level personnel.

## *Achievement and Integration Goal 2*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>Asian/Pacific Islander: 52%<br><br>Black: 36.9%<br><br>Hispanic: 40.3% | Actual:<br><br>Asian/Pacific Islander: 11.1%<br><br>Black: 27.6%<br><br>Hispanic: 32.5%<br><br>White: 50% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics. Subgroup categories designated by MDE are used to disaggregate this data. Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites. Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students. Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special

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| Education) was with our Special Education students. | |

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| What strategies are in place to support this goal area? |

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| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

### *Achievement and Integration Goal 3*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>Asian/Pacific Islander: 48.5%<br><br>Black: 26.2%<br><br>Hispanic: 31.2% | Actual:<br><br>Asian/Pacific Islander: 29.4%<br><br>Black: 10.7%<br><br>Hispanic: 50%<br><br>White: 100% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

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| Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders. |

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| What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? |
| Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics.  Subgroup categories designated by MDE are used to disaggregate this data.  Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites.  Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students.  Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special Education) was with our Special Education students. |
| What strategies are in place to support this goal area? |
| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

*Integration*

**Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.**

Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.
We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

*Impacts from Online Learning*

**Narrative is required. 200-word limit.**

**Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?**

We were unable to fully implement many of our strategies via distance learning.  In fact, distance learning has uncovered that our CLEAR model and district equity tools and other strategies are crucial to keep students on track for college and career readiness.  We were able to continue some of our student programming in our REAL Talk groups and Check and Connect.   We were unable to finish with some of our professional development, However we were able to participate in a well received NUA/CLEAR Summer Institute.

As our students were unable to take many of the traditional assessments  to inform our progress on some of our goals, we will move forward with collecting that data this year.

## Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name**:   Garden City Elementary

### *Achievement and Integration Goal 1*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| As part of the NWSISD Collaborative Osseo Area Schools will participate in programming seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>___ Achievement Goal<br><br>_x__ Integration Goal<br><br>___ Teacher Equity | Location 2019%<br><br>SOC/AI District 59.6%<br><br>Garden City 95.4% | Location 2021%<br><br>SOC/AI District 60.6%<br><br>Garden City 93.8% | Check **one** of the following:<br><br>_x__ On Track<br><br>___ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

**What data have you used to identify needs in this goal area?**
Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

**How is this data disaggregated by student groups?**

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

**What strategies are in place to support this goal area?**

We provided the opportunity for educators within our district to participate in inter and intra-district professional development learning opportunities. We provided both inter and intra-district student programs which promote college and career readiness. We have implemented these strategies with various levels of fidelity. Much of the work is done on site and led by the building leader and their team with support from district level personnel.

*Achievement and Integration Goal 2*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>__x_ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>Asian/Pacific Islander: 52%<br><br>Black: 36.9%<br><br>Hispanic: 40.3% | Actual:<br><br>Asian/Pacific Islander: 8.7%<br><br>Black: 25.6%<br><br>Hispanic: 11.1%<br><br>White: 28.6% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics. Subgroup categories designated by MDE are used to disaggregate this data. Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites. Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students. Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special

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| Education) was with our Special Education students. | |

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| What strategies are in place to support this goal area? |

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| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

### *Achievement and Integration Goal 3*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>Asian/Pacific Islander: 48.5%<br><br>Black: 26.2%<br><br>Hispanic: 31.2% | Actual:<br><br>Asian/Pacific Islander: 8.7%<br><br>Black: 12.8%<br><br>Hispanic: 5.6%<br><br>White: 28.6% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

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| Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders. |

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| What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? |
| Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics.  Subgroup categories designated by MDE are used to disaggregate this data.  Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites.  Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students.  Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special Education) was with our Special Education students. |
| What strategies are in place to support this goal area? |
| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

*Integration*

**Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.**

Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

*Impacts from Online Learning*

**Narrative is required. 200-word limit.**

**Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?**

We were unable to fully implement many of our strategies via distance learning.  In fact, distance learning has uncovered that our CLEAR model and district equity tools and other strategies are crucial to keep students on track for college and career readiness.  We were able to continue some of our student programming in our REAL Talk groups and Check and Connect.   We were unable to finish with some of our professional development, However we were able to participate in a well received NUA/CLEAR Summer Institute.

As our students were unable to take many of the traditional assessments  to inform our progress on some of our goals, we will move forward with collecting that data this year.

## Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name**:   Palmer Lake Elementary

### *Achievement and Integration Goal 1*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| As part of the NWSISD Collaborative Osseo Area Schools will participate in programming seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>___ Achievement Goal<br><br>_x__ Integration Goal<br><br>___ Teacher Equity | Location 2019%<br><br>SOC/AI District 59.6%<br><br>Palmer Lake 90.9% | Location 2021%<br><br>SOC/AI District 60.6%<br><br>Palmer Lake 92.6% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

**What data have you used to identify needs in this goal area?**
Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

**How is this data disaggregated by student groups?**

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

**What strategies are in place to support this goal area?**

We provided the opportunity for educators within our district to participate in inter and intra-district professional development learning opportunities. We provided both inter and intra-district student programs which promote college and career readiness. We have implemented these strategies with various levels of fidelity. Much of the work is done on site and led by the building leader and their team with support from district level personnel.

*Achievement and Integration Goal 2*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>Asian/Pacific Islander: 52%<br><br>Black: 36.9%<br><br>Hispanic: 40.3% | Actual:<br><br>Asian/Pacific Islander: 29.6%<br><br>Black: 19.3%<br><br>Hispanic: 11.8%<br><br>White: 25% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics. Subgroup categories designated by MDE are used to disaggregate this data. Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites. Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students. Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special

| Education) was with our Special Education students. |
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| What strategies are in place to support this goal area? |
| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

### *Achievement and Integration Goal 3*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
| --- | --- | --- | --- | --- |
| The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>Asian/Pacific Islander: 48.5%<br><br>Black: 26.2%<br><br>Hispanic: 31.2% | Actual:<br><br>Asian/Pacific Islander: 22.2%<br><br>Black: 17.9%<br><br>Hispanic: 17.6%<br><br>White: 33.3% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

| Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders. |
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| What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? |
| Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics.  Subgroup categories designated by MDE are used to disaggregate this data.  Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites.  Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students.  Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special Education) was with our Special Education students. |
| What strategies are in place to support this goal area? |
| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

*Integration*

**Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.**

Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

*Impacts from Online Learning*

**Narrative is required. 200-word limit.**

**Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?**

We were unable to fully implement many of our strategies via distance learning.  In fact, distance learning has uncovered that our CLEAR model and district equity tools and other strategies are crucial to keep students on track for college and career readiness.  We were able to continue some of our student programming in our REAL Talk groups and Check and Connect.   We were unable to finish with some of our professional development, However we were able to participate in a well received NUA/CLEAR Summer Institute.

As our students were unable to take many of the traditional assessments  to inform our progress on some of our goals, we will move forward with collecting that data this year.

# Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name**:   Park Brook Elementary

## *Achievement and Integration Goal 1*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| As part of the NWSISD Collaborative Osseo Area Schools will participate in programming seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>___ Achievement Goal<br><br>_x__ Integration Goal<br><br>___ Teacher Equity | Location 2019%<br><br>SOC/AI District 59.6%<br><br>Park Brook 87.0% | Location 2021%<br><br>SOC/AI District 60.6%<br><br>Park Brook 89.8% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

**What data have you used to identify needs in this goal area?**
Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

**How is this data disaggregated by student groups?**

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

**What strategies are in place to support this goal area?**

We provided the opportunity for educators within our district to participate in inter and intra-district professional development learning opportunities. We provided both inter and intra-district student programs which promote college and career readiness. We have implemented these strategies with various levels of fidelity. Much of the work is done on site and led by the building leader and their team with support from district level personnel.

*Achievement and Integration Goal 2*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>Asian/Pacific Islander: 52%<br><br>Black: 36.9%<br><br>Hispanic: 40.3% | Actual:<br><br>Asian/Pacific Islander: 33.3%<br><br>Black: 34.4%<br><br>Hispanic: 28.6%<br><br>White: 25% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics. Subgroup categories designated by MDE are used to disaggregate this data. Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites. Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students. Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special

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| Education) was with our Special Education students. | |

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| What strategies are in place to support this goal area? |

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| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

### *Achievement and Integration Goal 3*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>Asian/Pacific Islander: 48.5%<br><br>Black: 26.2%<br><br>Hispanic: 31.2% | Actual:<br><br>Asian/Pacific Islander: 33.3%<br><br>Black: 18.8%<br><br>Hispanic: 28.6%<br><br>White: 50% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

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| Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency).  These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps.  All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process.  These actions are documented and monitored by site leaders. |

| What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? |
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| Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics.  Subgroup categories designated by MDE are used to disaggregate this data.  Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites.  Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students.  Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special Education) was with our Special Education students. |
| What strategies are in place to support this goal area? |
| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

*Integration*

**Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.**

Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

*Impacts from Online Learning*

**Narrative is required. 200-word limit.**

**Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?**

We were unable to fully implement many of our strategies via distance learning.  In fact, distance learning has uncovered that our CLEAR model and district equity tools and other strategies are crucial to keep students on track for college and career readiness.  We were able to continue some of our student programming in our REAL Talk groups and Check and Connect.   We were unable to finish with some of our professional development, However we were able to participate in a well received NUA/CLEAR Summer Institute.

As our students were unable to take many of the traditional assessments  to inform our progress on some of our goals, we will move forward with collecting that data this year.

# Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name**: Zanewood Elementary

## *Achievement and Integration Goal 1*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| As part of the NWSISD Collaborative Osseo Area Schools will participate in programming seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>___ Achievement Goal<br><br>_x__ Integration Goal<br><br>___ Teacher Equity | Location 2019%<br><br>SOC/AI District 59.6%<br><br>Zanewood 97% | Location 2021%<br><br>SOC/AI District 60.6%<br><br>Zanewood 94.7% | Check **one** of the following:<br><br>_x_ On Track<br><br>___ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

**What data have you used to identify needs in this goal area?**
Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

**How is this data disaggregated by student groups?**

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

**What strategies are in place to support this goal area?**

We provided the opportunity for educators within our district to participate in inter and intra-district professional development learning opportunities. We provided both inter and intra-district student programs which promote college and career readiness. We have implemented these strategies with various levels of fidelity. Much of the work is done on site and led by the building leader and their team with support from district level personnel.

### *Achievement and Integration Goal 2*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>Asian/Pacific Islander: 52%<br><br>Black: 36.9%<br><br>Hispanic: 40.3% | Actual:<br><br>Asian/Pacific Islander: 18.8%<br><br>Black: 25%<br><br>Hispanic: 10%<br><br>White: 50% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics. Subgroup categories designated by MDE are used to disaggregate this data. Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites. Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students. Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special

| Education) was with our Special Education students. |
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| What strategies are in place to support this goal area? |
| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

### *Achievement and Integration Goal 3*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
| --- | --- | --- | --- | --- |
| The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>Asian/Pacific Islander: 48.5%<br><br>Black: 26.2%<br><br>Hispanic: 31.2% | Actual:<br><br>Asian/Pacific Islander: 0%<br><br>Black: 10.7%<br><br>Hispanic: 10%<br><br>White: 50% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

| Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders. |
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| What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? |
| Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics.  Subgroup categories designated by MDE are used to disaggregate this data.  Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites.  Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students.  Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special Education) was with our Special Education students. |
| What strategies are in place to support this goal area? |
| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

*Integration*

**Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.**

Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

*Impacts from Online Learning*

**Narrative is required. 200-word limit.**

**Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?**

We were unable to fully implement many of our strategies via distance learning.  In fact, distance learning has uncovered that our CLEAR model and district equity tools and other strategies are crucial to keep students on track for college and career readiness.  We were able to continue some of our student programming in our REAL Talk groups and Check and Connect.   We were unable to finish with some of our professional development, However we were able to participate in a well received NUA/CLEAR Summer Institute.

As our students were unable to take many of the traditional assessments  to inform our progress on some of our goals, we will move forward with collecting that data this year.

# Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name**:   Brooklyn Middle School

*Achievement and Integration Goal 1*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| As part of the NWSISD Collaborative Osseo Area Schools will participate in programming seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>___ Achievement Goal<br><br>_x__ Integration Goal<br><br>___ Teacher Equity | Location 2019%<br><br>SOC/AI District 59.6%<br><br>Brooklyn Middle 83.9% | Location 2021%<br><br>SOC/AI District 60.6%<br><br>Brooklyn Middle 84.7% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

**What data have you used to identify needs in this goal area?**
Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

**How is this data disaggregated by student groups?**

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

**What strategies are in place to support this goal area?**

We provided the opportunity for educators within our district to participate in inter and intra-district professional development learning opportunities. We provided both inter and intra-district student programs which promote college and career readiness. We have implemented these strategies with various levels of fidelity. Much of the work is done on site and led by the building leader and their team with support from district level personnel.

### *Achievement and Integration Goal 2*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>American Indian: 46.5%<br><br>Asian/Pacific Islander: 52%<br><br>Black: 36.9%<br><br>Hispanic: 40.3% | Actual:<br><br>American Indian: 0%<br><br>Asian/Pacific Islander: 43.8%<br><br>Black: 35.9%<br><br>Hispanic: 30.2%<br><br>White: 59.8% | Check **one** of the following:<br><br>_x__ On Track<br><br>___ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics. Subgroup categories designated by MDE are used to disaggregate this data. Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites. Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students. Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special

| Education) was with our Special Education students. |
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| What strategies are in place to support this goal area? |
| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. |

*Achievement and Integration Goal 3*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>American Indian: 42.2%<br><br>Asian/Pacific Islander: 48.5%<br><br>Black: 26.2%<br><br>Hispanic: 31.2% | Actual:<br><br>American Indian: 0%<br><br>Asian/Pacific Islander: 24.6%<br><br>Black: 10.8%<br><br>Hispanic: 10.9%<br><br>White:  40.2% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

| Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency).  These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps.  All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process.  These actions are documented and monitored by site leaders. |
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| What data have you used to identify needs in this goal area? How is this data disaggregated by student |
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| groups? |
| Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics.  Subgroup categories designated by MDE are used to disaggregate this data.  Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites.  Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students.  Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special Education) was with our Special Education students. |
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*Integration*

**Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.**

Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

*Impacts from Online Learning*

**Narrative is required. 200-word limit.**

**Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?**

We were unable to fully implement many of our strategies via distance learning.  In fact, distance learning has uncovered that our CLEAR model and district equity tools and other strategies are crucial to keep students on track for college and career readiness.  We were able to continue some of our student programming in our REAL Talk groups and Check and Connect.   We were unable to finish with some of our professional development, However we were able to participate in a well received NUA/CLEAR Summer Institute.

As our students were unable to take many of the traditional assessments  to inform our progress on some of our goals, we will move forward with collecting that data this year.

# Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name**:  Northview Middle School

## *Achievement and Integration Goal 1*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| As part of the NWSISD Collaborative Osseo Area Schools will participate in programming seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>___ Achievement Goal<br><br>_x__ Integration Goal<br><br>___ Teacher Equity | Location 2019%<br><br>SOC/AI District 59.6%<br><br>Northview<br><br>92.8% | Location 2021%<br><br>SOC/AI District 60.6%<br><br>Northview<br><br>95.2% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

**What data have you used to identify needs in this goal area?**
Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

**How is this data disaggregated by student groups?**

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

**What strategies are in place to support this goal area?**

We provided the opportunity for educators within our district to participate in inter and intra-district professional development learning opportunities. We provided both inter and intra-district student programs which promote college and career readiness. We have implemented these strategies with various levels of fidelity. Much of the work is done on site and led by the building leader and their team with support from district level personnel.

## Achievement and Integration Goal 2

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>American Indian: 46.5%<br><br>Asian/Pacific Islander: 52%<br><br>Black: 36.9%<br><br>Hispanic: 40.3% | Actual:<br><br>American Indian: 33.3%<br><br>Asian/Pacific Islander: 32.5%<br><br>Black: 19.9%<br><br>Hispanic: 25.9%<br><br>White: 48.1% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency).  These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps.  All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process.  These actions are documented and monitored by site leaders.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics.  Subgroup categories designated by MDE are used to disaggregate this data.  Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites.  Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students.  Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special

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| Education) was with our Special Education students. | |
| What strategies are in place to support this goal area? | |
| Strategies we utilize to support this goal area are as follows: assessment for learning, including formative and summative assessments; a focus on standards-based instruction and grading; implementing high quality core instructional practices and lesson design; utilizing High Operational Practices (strategies) from the National Urban Alliance; incorporating system equity tools; developed differentiated instruction and personalized learning experiences; comprehensive professional learning experiences; and deepening our engagement in the use of culturally responsive instructional strategies. | |

### *Achievement and Integration Goal 3*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Target:<br><br>American Indian: 42.2%<br><br>Asian/Pacific Islander: 48.5%<br><br>Black: 26.2%<br><br>Hispanic: 31.2% | Actual:<br><br>American Indian: 33.3%<br><br>Asian/Pacific Islander: 11.7%<br><br>Black: 8.2%<br><br>Hispanic: 9.3%<br><br>White: 29.6% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

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| Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency).  These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps.  All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process.  These actions are documented and monitored by site leaders. |

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| What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? |
| Minnesota Comprehensive Assessments (MCA) results are used to monitor student proficiency in reading and mathematics.  Subgroup categories designated by MDE are used to disaggregate this data.  Data is subsequently shared with site leaders who, in turn, provide this data to teachers at sites.  Information regarding Z-district, Z-state, and a value-added metric are additional, related data points that are shared in this goal area. In the spring of 2020, our largest achievement gaps by race were with our Black and Hispanic students.  Our largest achievement gap by services (English Learners, Free and/or Reduced Lunch, Special Education) was with our Special Education students. |
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*Integration*

**Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.**

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*Impacts from Online Learning*

**Narrative is required. 200-word limit.**

**Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?**

We were unable to fully implement many of our strategies via distance learning.  In fact, distance learning has uncovered that our CLEAR model and district equity tools and other strategies are crucial to keep students on track for college and career readiness.  We were able to continue some of our student programming in our REAL Talk groups and Check and Connect.   We were unable to finish with some of our professional development, However we were able to participate in a well received NUA/CLEAR Summer Institute.

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# Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name**:   Park Center High School

*Achievement and Integration Goal 1*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| As part of the NWSISD Collaborative Osseo Area Schools will participate in programming seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>___ Achievement Goal<br><br>_x__ Integration Goal<br><br>___ Teacher Equity | Location 2019%<br><br>SOC/AI District 59.6%<br><br>Park Center 88.5% | Location 2021%<br><br>SOC/AI District 60.6%<br><br>Park Center<br><br>89.1% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

**What data have you used to identify needs in this goal area?**
Being a member of the Northwest Suburban Integration School District (NWSISD) collaborative, we have had the opportunity for multiple integration activities and programming. Through the magnet school program, we have provided more school choices for the students of our NWSISD member districts. We have students participating in other programs offered through NWSISD. This partnership provides students with multiple opportunities with students from other NWSISD member districts. The students are able to share ideas, thoughts and perspectives, as well as hear and learn from others.

**How is this data disaggregated by student groups?**

We used district-wide students racial, ethnic and economic status to inform our practice. We provided magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status (IB; Visual, Performing, Literary and New Media Arts; STEM; STEAM; Health Science) grade range and compare that to the district-wide rates.

**What strategies are in place to support this goal area?**

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*Achievement and Integration Goal 2*

| Goal Statement | Achievement or Integration Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
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| The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Actual:<br><br>American Indian: 46.5%<br><br>Asian/Pacific Islander: 52%<br><br>Black: 36.9%<br><br>Hispanic: 40.3% | Actual:<br><br>American Indian: 100%<br><br>Asian/Pacific Islander: 57.1%<br><br>Black: 34.1%<br><br>Hispanic: 28.6%<br><br>White: 75% | Check **one** of the following:<br><br>_x__ On Track<br><br>___ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

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| Education) was with our Special Education students. | |
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## *Achievement and Integration Goal 3*

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|---|---|---|---|---|
| The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability tests (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023. | Check one of the following:<br><br>_x__ Achievement Goal<br><br>___ Integration Goal<br><br>___ Teacher Equity | Actual:<br><br>American Indian: 42.2%<br><br>Asian/Pacific Islander: 48.5%<br><br>Black: 26.2%<br><br>Hispanic: 31.2% | Actual:<br><br>American Indian: 0%<br><br>Asian/Pacific Islander: 21.2%<br><br>Black: 1.6%<br><br>Hispanic: 7.1%<br><br>White: 22.6% | Check **one** of the following:<br><br>___ On Track<br><br>_x__ Not on Track<br><br>___ Goal Met<br><br>___ Unable to Report |

**Narrative is required. 200-word limit.**

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| Our Professional Learning Teams (PLTs) follow a six-step data cycle and meet monthly (if not with more frequency). These steps are: identify standards and determine needs; choose quality assessments and determine starting points; develop a SMART goal; create an action plan around common instructional strategies; monitor progress and refine instruction; and engage in reflection and review next steps. All educators, across our system, are expected to meet in PLT's and engage in the aforementioned six-step process. These actions are documented and monitored by site leaders. |

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*Impacts from Online Learning*

**Narrative is required. 200-word limit.**

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