



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: Pequot Lakes ISD #186

Grades Served: PreK-12

WBWF Contact: Ben Johnston

A&I Contact: N/A

Title: Teaching, Learning and Technology Coordinator

Title: N/A

Phone: 218-568-9332

Phone: N/A

Email: bjohnston@isd186.org

Email: N/A

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

☐ 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.

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.
 - <https://www.isd186.org/domain/22>
- Provide the direct website link to the A&I materials.
 - N/A

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.
 - December 9th, 2021

District Advisory Committee

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

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)
Kurt Stumpf	Interim Superintendent	N/A
Ben Johnston	Teaching, Learning & Technology Coordinator /Parent	N/A
Melissa Hesch	Principal/Parent	N/A
Mike O'Neil	Principal/Parent	N/A
Aaron Nelson	Principal/Parent	N/A
Matt Lottman	Parent	N/A
Holly Lottman	Parent	N/A
Charles Messerschmidt	Parent	N/A
Roy Zillmer	Community Member	N/A
Pam Johnson	Parent	N/A
Nancy Hankins	Parent	N/A
Wendy Boelter	Parent	N/A
Jen Parry	Parent	N/A
Jess Devine	Parent	N/A

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.

The Pequot Lakes School District recognizes the importance of hiring and retaining the most qualified educators to meet the needs of students. We also recognize the importance of identifying and recruiting candidates who represent and reflect students served throughout the district. District administration annually analyzes the equitable distribution of teachers and strategies to ensure

low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective or out-of-field educators.

- 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.

The Pequot Lakes School District currently utilizes Performance Matters, STAR and the MDE Report Card to examine and review data. Careful consideration is given to classroom placements for grades K-12.

*The Pequot Lakes School District has trained K-4 educators in PRESS and The Catalyst Approach in order to provide highly effective learning experiences for students by promoting a safe, supportive, and collaborative **school** culture.*

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.

In Pequot Lakes School District, we have a small number of students (3.9% of our student population) that represent these 3 groups; American Indian, Asian, Black or African American. We currently do not have any teachers of color or ethnicity that reflect those groups and would need one teacher in each subpopulation to more than reflect the student population. The primary reason or root cause for this lack of ethnic or racial diversity in our teaching staff is a lack of ethnically or racially diverse applicants.

- 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 have and are actively advertising and recruiting at college campuses to increase both the number of teachers of color and teachers in general. The district actively recruits for teaching positions and seeks to hire candidates that increase the diversity of district employees.

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.

☒ 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.

☐ 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.

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
80% of students will meet proficiency in the School Readiness five benchmark areas on the Spring Assessments. These include; Number Sense, Letter Recognition, Writing Name, Geometry, and Patterning.	In Spring 2021, 60% met the benchmark goal in Number Sense 54.3% met the benchmark goal in Letter Recognition 68.6% met the benchmark goal in Writing Name 82.9% met the benchmark goal in Geometry 88.6% met the benchmark goal in Patterning	<i>Check one of the following:</i> ☒ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ 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.

N/A

Narrative is required. 200-word limit.

- *What data have you used to identify needs in this goal area? We use data from the Big Day for PreK benchmark assessment.*
- *How is this data disaggregated by student groups? Our Student Groups are too small to disaggregate.*
- *What strategies are in place to support this goal area? We monitor throughout the year and have an intense MTSS plan in place to provide interventions. These include a class push-in special education model to specifically target students who need extra help.*

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
80% of k-3 students will meet or exceed grade level benchmarks on the Fountas and Pinnell Text Level Assessment by 2024. 80% of 2nd – 3rd grade students will meet or exceed the grade level State Literacy Benchmark on the STAR Test by 2024.	In spring 2021, 67% of K – 3 students met or exceeded grade level benchmarks on the Fountas and Pinnell Text Level Assessment on the 2020-21 spring benchmark. This was a slight decrease from the previous year. In spring 2021, 45.1% of 2nd grade, and 53.6% of 3rd grade students met or exceeded grade level State Literacy Benchmarks on the STAR Test in 2020-21.	<i>Check one of the following:</i> ☒ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ 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.

N/A

Narrative is required. 200-word limit.

- *What data have you used to identify needs in this goal area? We use data from Fountas and Pinnell, and STAR.*
- *How is this data disaggregated by student groups? Our student groups other than Special education and F&R are too small to disaggregate.*
- *What strategies are in place to support this goal area? We have a heavy focus in Guided Reading and Balanced Literacy to meet students where they are at and lead them to grade level expectations on Benchmarking. We also use our STAR data to create Intervention Groups that need extra support.*

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<u>MCA Reading:</u> The achievement gap between proficient students not on an IEP and proficient students on an IEP, on the MCA Reading test, will be reduced to 10% by 2024. The achievement gap between proficient students not qualifying for F/RL and proficient students qualifying for F/RL, on the MCA Reading test, will be reduced to 0% by 2024. <u>MCA Math:</u> The achievement gap between proficient Students not on an IEP and proficient students on an IEP, on the MCA Math test, will be reduced to 10% by 2024. The achievement gap between proficient students not qualifying for F/RL and proficient students qualifying for F/RL, on the MCA Math test will, be reduced to 0% by 2024. <u>MCA Science:</u> The achievement gap between proficient Students not on an IEP and proficient students on an IEP, on the MCA Science test, will be reduced to 10% by 2024. The achievement gap between proficient students not qualifying for F/RL and proficient students qualifying for F/RL, on the MCA Science test, will be reduced to 0% by 2024.	In spring 2021, <u>MCA Reading:</u> The achievement gap between proficient Students not on an IEP and proficient students on an IEP, on the MCA Reading test, was 36.9%, reflecting a reduction from prior year. The achievement gap between proficient students not qualifying for F/RL and proficient students qualifying for F/RL, on the MCA Reading test, was 17.8% reflecting reduction from prior year. <u>MCA Math:</u> The achievement gap between proficient Students not on an IEP and proficient students on an IEP, on the MCA Math test, was 32.2% reflecting a reduction from prior year. The achievement gap between proficient students not qualifying for F/RL and proficient students qualifying for F/RL, on the MCA Math test, was 13.7% reflecting a reduction from prior year. <u>MCA Science:</u> The achievement gap between proficient Students not on an IEP and proficient students on an IEP, on the MCA Science test, was 32.6% reflecting a reduction from prior year. The achievement gap between proficient students not qualifying	<i>Check one of the following:</i> ☒ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals)

	for F/RL and proficient students qualifying for F/RL, on the MCA Science test, was 20.6% reflecting an increase from prior year.	
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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.

We had a larger percentage of students not participate in all three categories of the MCA test

- *Math – 87.3% of eligible students participated*
- *Reading – 83.8% of eligible students participated*
- *Science – 86% of eligible students participated*

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? We use data from the MCA in Secure Reports. Our student groups other than Sped and F&R are too small to disaggregate.*
- *What strategies are in place to support this goal area? We use the MCA Benchmarks to look closely as a district at what changes may need to be made at a district and school level to meet our students' needs, especially pertaining to standards embedded instruction. We also track our MCA Benchmark data over time to make curriculum and resource decisions based on long-term trends. In addition, we monitor throughout the year and have an intense MTSS plan in place to provide interventions.*

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
100% of Pequot Lakes Seniors will have a Post Graduate Plan.	This is a first year Smart Goal and will not have any data to report until the 2021-2022 World's Best Work Force Report.	<i>Check one of the following:</i> ☒ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ 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.

N/A

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?

N/A until the 2021-2022 WBWF Report

All Students Graduate

Goal	Result	Goal Status
Maintain a student graduation rate of 90% or higher.	93.8% graduated on time in 4 years	<i>Check one of the following:</i> ☒ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal) ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ 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.

N/A

Narrative is required. 200-word limit.

- *What data have you used to identify needs in this goal area? We pulled the data from MN Report Card.*
- *How is this data disaggregated by student groups? Our student groups other than Sped and F&R are too small to disaggregate.*
- *What strategies are in place to support this goal area? We have an extended day Credit Recovery Program in place with an instructor to help students navigate their way through the process. We also have many interventions in place for students identified as at risk.*

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: Type response here

A and I Contact: Type response here

Title: Type response here

Phone: Type response here

Email: Type response here

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.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met ___ 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?

Type response here

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met ___ 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?

Type response here

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met ___ 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.

Type response here

Integration

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.

Type response here

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?

Type response here

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:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met ___ 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?

Type response here

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met ___ 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?

Type response here

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met ___ 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 for this RIS, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

Integration

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.

Type response here

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?

Type response here