



2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Lake Crystal-Wellcome Memorial

Grades Served: K-12

WBWF Contact: Tom Farrell

Title: Superintendent

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A&I Contact: Dan Beert

Title: Elementary Principal

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

☒ Yes ☐ No

[List of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 SY. No charter schools should complete this section.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 SY. No charter schools should complete this section.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2019-2020) 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.

- <https://www.isd2071.k12.mn.us/domain/45>
- <https://www.isd2071.k12.mn.us/cms/lib/MN02000388/Centricity/Domain/45/Integration%20Plan%20Complete.pdf>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 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.

- December 7, 2020

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 2019-20 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)
Jill Antony	Parent/School Board Member	X
Dan Beert	Elementary Principal	X
Erin Berle	Parent/School Board Member	X
Lane Berle	Student	X
Shelly Blaschko	Parent	X
Shauna Brockmann	Parent/Paraprofessional	X
Candice Burnett	Parent	X
Tanya Carlson	High School Counselor	X
Tiffany Carpenter	Teacher	X
Tom Farrell	Superintendent	X
Caleb Fiala	Middle School Counselor	X
Sue Hanson	Parent	X
Lisa Harnitz	Teacher/Parent	X
Winona Johnson	Teacher	X
Ryan Jones	Parent/School Board Member	X
Amber Mann	Parent	X
Evan Mann	Student	X
Michelle Missling	Teacher	X
Brooke Sanders	Teacher	X
Mike Thofson	Secondary Principal	X
Jennifer Wiens	Parent	X

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 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 process we used for ensuring students of color, American Indian students, and students from low income families have equitable access to experienced, in-field and effective teachers was to review the data under “who works here” (staffing profiles) for our district. We also compared our data with the state data. 26% of our students receive free and reduced price meals, which is considered a low poverty district compared to 36% of students in districts statewide. 65% of our teachers are experienced educators according to the data compared to 88% of the educators in low poverty districts statewide. 100% of our educators have a license or permission in subject areas or courses being taught compared to 95% at the statewide level. 31% of our teachers have advanced degrees compared with 62% at the state level. Many of our teachers are working toward advanced degrees.

- 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.

Based on data for LCWM provided by MDE on the Minnesota Report Card, the race/ethnicity of Licensed staff and students are as follows: white staff-98%, white students-93%; Hispanic or Latino Staff-1%, Hispanic or Latino students-3%; black or African American staff-0%, Black or African American students-2.4%; two or more races staff-1%, two or more races students-1%. The race/ethnicity of our licensed staff is proportionate to our student population.

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.

The LCWM District is an Equal Educational Employer and is non-discriminating in the hiring practices. The District advertises licensed teacher vacancies on the statewide teacher postings. 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.

- 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.

The LCWM District is an Equal Educational Employer and is non-discriminating in the hiring practices. The District advertises licensed teacher vacancies on the statewide teacher postings. 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.

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 2019-20 WBWF summary report submission, *please check the lines below* 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.

All Students Ready for School

Goal	Result	Goal Status
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Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>Goal 1 For the 2019-2020 school year the percent of students having an experience in an Early Childhood program will increase from 93% to at or above 95%.</p> <p>Goal 2 To increase the percent of preschool students that meet the FAST Benchmark standard for Early Reading 4 years old from 59% to at or above 62%.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Goal 1 For the 2019-20 school year the percent of students having an experience in an Early Childhood program was 80%.</p> <p>Goal 2 Unable to report</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input checked="" type="checkbox"/> Unable to report</p>

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?
 - *The data used to determine preschool participation prior to entering Kindergarten is primarily the registration information and student records with the majority of kindergarten students attending the Little Knights Preschool. We were able to identify the other students attending preschool by reviewing their registration materials.*
 - *The data used to determine the percent of preschool students that met the FAST benchmark standards for 4 year Early Reading we were able to access through the ViewPoint warehouse.*
- What strategies are in place to support this goal area? *Strategies in place to assess whether all students are ready for school include; assessing preschool students on the Fall, Winter & Spring FAST Early Reading and providing RTI Tier II & III strategies to identify students whose FAST scores fall within specific areas of need. We are monitoring the students' progress on a monthly basis and applying strategies as determined by the scores. We'll know whether the RTI Tier II & III Strategies are making a difference based on Fall, Winter & Spring Fast Assessments as well as students' progress on their daily classroom work.*

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>The goal for the 2019-20 school year is to increase the percent of third grade students that meet reading proficiency on the MCA reading assessment from 67% to at or above 70% proficient.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to report.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- *The data used to identify the goal area of All Students in Third Grade Achieving Grade-Level Literacy was the 2019 MCA results provided by MDE.*
 - Through the RTI process, all students identified as needing Tier II & Tier III Interventions were provided with these additional interventions to support their reading achievement. The Tier II & III Interventions and strategies worked very well.
 - Additional strategies to support the goal area of "all students in third grade achieving grade level Literacy" includes after school targeted services that provides additional help/time to learn material/concepts being taught.
 - STEM is a class that is taught to all students in grades K-5 to promote learning strategies and reinforce skills being taught.
 - Technology is being used as a tool to reinforce and apply reading skills.
 - Junior Achievement is provided to elementary students to reinforce and apply reading skills.
- What strategies are in place to support this goal area?
 - *We'll measure the effectiveness of the above strategies using formative assessments as well unit tests, NWEA and Fast Early Literacy Assessments. Additional strategies will be implemented as needed.*

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

Data used to identify needs in this goal area include the MCA results provided by MDE, unfortunately due to COVID-19 we were unable to test last spring and are unable to disaggregate data by student groups.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>Goal 1 For the 2019-20 school year the number of Free and Reduced (F/R) students (grades 1-5) making a year's worth of growth in Math, as measured by the NWEA Measures of Academic Progress (MAP) will increase 3% from 55% to at or above 58%.</p> <p>Goal 2 The number of F/R students (grades 1-5) making a year's worth of growth in reading as measured by the NWEA MAP will increase 3% from 36% to at or above 39%.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to report.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- *Goal 1 we were unable to report on Closing the Achievement Gap.*
- *Goal 2: Our PLC leadership team continues to analyze the data and look at new strategies to improve scores in 2020-21. We are prioritizing reading throughout the building in all areas. We plan to have several Title One reading nights to promote reading and give parents ideas to support their child's reading growth. Our grade level PLCs are analyzing their MCA, NWEA, and Unit assessment data to look for patterns of need. We will be implementing a new intervention program called Barton. The research-based Barton Reading and Spelling System is a structured literacy program that is Orton Gillingham influenced. It is multi-sensory, direct, explicit structured and sequentially written to help the most at-risk students develop phonetics and other crucial reading skills. The Barton System can be used in a classroom, Title One and special education classroom, so it will benefit all 3 tiers in our RTI process.*

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *We've used the NWEA (MAP) Assessment in math and reading to identify needs. We've disaggregated data based on F/R students.*

What strategies are in place to support this goal area? *Strategies in place to support his goal area of closing the achievement gap between students groups includes: holding Title 1 reading nights to promote reading and give parents ideas to support their child's reading growth. Our grade levels are analyzing their MCA, NWEA, and Unit Assessments data to look for patterns of need. We will be implementing a new structured literacy program called Barton. The Barton system can be used in classrooms, Title 1, and SPED classrooms, so it will benefit all three tiers in our RTI process.*

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>Goal 1 For Spring of 2021 is that 70% of all 7th grade students will meet or exceed grade level CCR benchmarks in reading and math as measured by the NWEA MAP.</p> <p>Goal 2 By Spring of 2021 that 70% of all Grade 11 students that take the ACT are at or above the CCR benchmark as measured by the ACT Assessment.</p> <p>Goal 3 By Spring 2021 all Grade 11 students that take the ASVAB are at or above the CCR benchmark as measured by the ASVAB Assessment.</p> <p>Goal 4 All Secondary students will receive career instruction through the Career Investigations Curriculum or work experience programs.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Goal 1 Unable to report</p> <p>Goal 2 The result of the 2019-20 year is that 50% of the Grade 11 students that took the ASVAB are at or above the college/career benchmark as measured by the ACT Assessment.</p> <p>Goal 3 The result for the 2019-20 year is that 20% of the Grade 11 students that took the ASVAB are at or above the college/career benchmark as measured by the ASVAB assessment.</p> <p>Goal 4 All secondary students are required to take Career Investigations or work experience prior to graduation.</p> <p>Goal 5 All Grade 8 students are required to take Careers 8.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *The data used to identify the goal area "All Students Career and College Ready by Graduation" includes the Grade 7 College/Career Readiness benchmark as measured by the 2019 NWEA Assessments; the Grade 11 College/Career readiness benchmarks as measured by the 2019 ACT Assessment; and the Grade 11 College and Career Readiness benchmark as measured by the 2018 ASVAB Assessment.*
- Strategies used to support students on their goal area of career and college ready for graduation include:*

- *After school programs – students in grades 1-5; 6-8 and 9-12 have the opportunity to attend after school programs (Targeted Services-elementary and Knight School-Secondary) to get additional help/time to learn the material.*
- *Technology – used throughout the curriculum to reinforce teacher instruction and provide students with online and digital tools.*
- *Modifications are used for students with learning needs.*
- *Exploratory classes in Agriculture, Woods, German, Spanish, Health, Digital Citizenship, STEAM, Careers, Reading, and Art are provided to middle school grade 6-8 students to introduce students to a variety of applied learning opportunities.*
- *Junior Achievement is provided to Elementary students to reinforce and apply math and reading skills.*
- What strategies are in place to support this goal area? *Strategies to support this goal area of College and Career Readiness include:*
 - *After school programs*
 - *Technology*
 - *Modifications*
 - *Exploratory classes and Junior Achievement*

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>The goal for the 2019-20 school year is that 95% or more of the seniors will complete all of the graduation requirements for a diploma.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>100% of students met all requirements for graduation.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- *The data used was based on the number of students that started school in 9th grade and graduated within 4 years. This data will be verified by MDE when the actual graduation rates are reported later in the school year.*
- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - The data provided by MDE is used to identify needs in this goal area.
- What strategies are in place to support this goal area?

- *Strategies in place to support this goal area of All Students Graduate include:*
 - *Meeting with counselors, teachers, and administrators to review credits to ensure students have a plan to graduate.*
 - *Guide students that need additional credits to graduate take the summer and night school recovery credits.*

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

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 has been met. 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 2019-20 A&I plan goals for each of those schools were met.

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).

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
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<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p><i>A&I Goals 1 & 2 are the same as World's Best Workforce goals for "Closing the Achievement Gap". Please see the information under that goal area.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p><i>38% of Free/Reduced Students (Grades 1-5) made a year's worth of growth in Mathematics in 2016-17.</i></p> <p><i>43% of Free/Reduced Students (Grades 1-5) made a year's worth of growth in Mathematics in 2017-18.</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to report.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p>
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Narrative is required; 200-word limit.

A&I Goals 1 & 2 are the same as World's Best Workforce goals for "Closing the Achievement Gap". Please see the information under that goal area.

- 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	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>Each academic year, 80% of the students surveyed from the Students Today Leaders Forever (STLF) (Pay It</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>82% of students indicated that the retreats positively</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Forward) trip and the Courage, Kindness and Respect Retreats will report that the activities positively impacted them in the area of the focus.		impacted them in the area of focus (Respect, Courage, Kindness and Students Today Leaders Forever Retreats).	COVID-19, please respond, "Unable to report." Unable to report.	
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Narrative is required; 200-word limit.

- *MN Student Survey and Our Yearly Pre and Post Surveys for each Strategy.*
- *What strategies are in place to support this goal area? Courage, Kindness, and Respect Retreats, and Pay It Forward (Old STLF) trip.*
- *We have been doing the retreats for many years and they have been effectively implemented. Our staff have been trained and the data is positive. Because the STLF program funds were cut, our collaborative had to plan and implement our own trip. The trip went well, and again, the data was positive.*
- *Over 80% of students participating in all of the interventions report it positively impacting diversity experiences, communication between schools and family, and leadership ability.*
- 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.

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

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 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here.

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?

Type response here.

Racially Identifiable Schools

If your district's 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This 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	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Type response here.	Check one of the following: ___ Achievement Goal ___ Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	Provide the result for the 2019-20 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." Type response here.	Check one of the following: ___ Goal Met ___ Goal Not Met ___ Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.
- 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	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	Provide the result for the 2019-20 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." Type response here.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Type response here.

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

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

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 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here.

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?

Type response here.

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year A&I plan (SY 2018-20). If you are reporting on year 1 of your 3-year A&I plan (SY 2020-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

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 has been met. 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 2019-20 A&I plan goals for each of those schools were met.

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).

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2019-22 plan.</p> <p>A&I Goals 1 & 2 are the same as World's Best Workforce goals for "Closing the Achievement Gap". Please see the information under that goal area.</p>	<p>Check one of the following:</p> <p>___ Achievement Goal</p> <p>___ Integration Goal</p> <p>___ Teacher Equity Goal</p>	<p>Copy the baseline starting point from your 2019-22 plan.</p> <p>Type response here.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Type response here.</p>	<p>Check one of the following:</p> <p>___ Goal Met</p> <p>___ Goal Not Met</p> <p>___ Unable to Report</p>

Narrative is required; 200-word limit.

Type response here.

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

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 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." Type response here.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Type response here.

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

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

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 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

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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?

Type response here.

Racially Identifiable Schools

If your district's 2019-22 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This 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, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 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." Type response here.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Type response here.

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

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 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." Type response here.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Type response here.

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

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

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Narrative is required; 200-word limit.

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Type response here.