

# 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**](https://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report-copy)**.** You can copy your responses from this template into the electronic form.

**District or Charter Name**: Kittson Central

**Grades Served**: K-12

**WBWF Contact**: Bob Jaszczak

**Title**: Superintendent

**Phone**: 218-843-3682

**Email**: bjaszczak@kittson.k12.mn.us

**A&I Contact**: Type response here

**Title**: Type response here

**Phone**: Type response here

**Email**: Type response here

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

\_\_\_ Yes \_\_X\_ 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.
* Provide the direct website link to the A&I materials.

### 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.

### 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) |
| --- | --- | --- |
| Bob Jaszczak | Superintendent |  |
| Jami Carr | K-12 Principal |  |
| Mark Johnson | School board/Business owner |  |
| Stacie Johnson | Assessment coordinator/parent |  |
| Emily Kuzel | Parent |  |
| Tina Turn | Teacher/parent |  |
| Dana Lofstrom | Early Childhood teacher |  |
| Guy Gustafson | Business owner |  |
| Rylee Bergeron | Student |  |

### 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.**

As a single section school, all students have equitable access to the exact same teachers as every other student in their grade. The same teachers teach all of the students in a particular grade or subject area. The primary focus throughout the district is to provide properly licensed, qualified teachers in all subjects.

* 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 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.**

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.**
* The student body at Kittson Central is primarily Caucasian but there is Hispanic population that represents about ten percent of the students. The primary focus throughout the district is to provide properly licensed, qualified teachers in all subjects. This district would need two or three teachers of color to maintain the expected ratio.
	+ 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 primary focus throughout the district is to provide properly licensed, qualified teachers in all subjects. Properly licensed teachers are extremely difficult to find. It is not unusual to have zero or one applicant for a teaching position. Our first job is to get a qualified teacher. All avenues for recruiting teachers are explored including direct contact, regular advertising, and nationwide job fairs.

### 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.

#### 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** |
| --- | --- | --- |
| Provide the established SMART goal for the 2020-21 school year.All P4 students are ready for kindergarten based upon locally developed Developmental Progress Assessments and parent conferences. Allowances are in place for special education students. | 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.”Thirteen out of thirteen P4 students were ready for kindergarten | ***Check one of the following:*** \_\_\_On Track (multi-year goal)\_\_\_ Not On Track (multi-year goal)\_\_X\_ 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. The data was not impacted as Kittson Central operated as an in-person learning model all year.

The ongoing need for this group is regular access to the preschool program. Given the cell size consists entirely of one class of thirteen students, there is no disaggregation of data. All students are included.

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| Provide the established SMART goal for the 2020-21 school year.85% of 3rd grade students will be proficient in reading as measured by the MCA III assessments calculated using the proficiency index. | Provide the result for the 2020-21 school year that directly ties back to the established goal. 66% of the nineteen students in the class were proficient as assessed.  | ***Check one of the following:*** \_\_\_On Track (multi-year goal)\_\_\_ Not On Track (multi-year goal)\_\_\_ Goal Met (one-year goal)\_X\_\_ 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 – the quality of the data was not impacted as Kittson Central operated an in-person model all school year.

Reading proficiency is extremely important to the prospects of student learning as they advance through school. The district has established a reading intervention program using Fountas and Pinnell to identify students who need assistance in learning to read.

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

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| Provide the established SMART goal for the 2020-21 school year.60% of the students who qualify for Free & Reduced Lunch will meet proficiency standards as measured by the MCA III assessments. The measure is calculated by the proficiency index in the elementary and MCA results in the secondary. | Provide the result for the 2020-21 school year that directly ties back to the established goal. The disaggregated data was not available from MDE. | ***Check one of the following:*** \_\_\_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. Assessments were taken by students, but the disaggregated report is not available.

**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?

Using results from NWEA testing along with teacher recommendation, the district has hired a licensed teacher to provide additional support to students who struggle with reading and other curricular areas. The students who receive assistance are not special education students. These students fall in between regular education and special education.

#### All Students Career and College-Ready by Graduation

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| Provide the established SMART goal for the 2020-21 school year.100% of student in grades 7 through 9 will complete the MCIS portfolio and demonstrate proficiency on a locally developed assessment. 100% of seniors will complete the career and college planning with an individual conference with the career counselor. | Provide the result for the 2020-21 school year that directly ties back to the established goal. 100% of the students were able to demonstrate proficiency on the local assessment.100% of seniors completed planning. | ***Check one of the following:*** \_\_\_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?

The primary need is continued exposure to career and college education. The district is a single section school, so there is no disaggregation of data or student groups. The primary need is continued exposure to career and college education and help students develop a post-secondary plan. During the 2020-21 school year the number of opportunities to bring students to college and career fairs was limited.

#### All Students Graduate

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| Provide the established SMART goal for the 2020-21 school year.100% of all students in the same cohort who entered 9th grade the same year will graduate on time. | Provide the result for the 2020-21 school year that directly ties back to the established goal. There was one student out of thirteen who did not graduate. That student left school and immediately got a GED in another state. | ***Check one of the following:*** \_\_\_On Track (multi-year goal)\_\_\_ Not On Track (multi-year goal)\_\_\_ Goal Met (one-year goal)\_\_X\_ 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?

Kittson Central wants every student to graduate. Given the small cell size, there is no disaggregated data.

## 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](https://www.revisor.mn.gov/statutes/cite/124D.862)).

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**](https://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report-copy)**. 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**: Enter school name here

#### 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