

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

District or Charter Name: Mountain Lake Public School, ISD #173

Grades Served: PS- 12

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year? Yes No

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 school year. *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 school year. *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 (2019-20) 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 2019-20 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 2019-20 school year.

Mountain Lake School Board held a public meeting on December 21, 2020 to review progress on the WBWF plan and the Achievement and Integration plan.

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)
Bill Strom	Superintendent	X
Michelle Larson	High School Principal	X
Kristie Rolling	Elementary Principal	X
Jessica Svehla	Teacher	
Julie Brugman	Community Resident	
Pam Osland	Support Staff, parent	
Dave Bucklin	Board Member	X
Pam Hoek	Board Member, parent	X
Jody Lepp	Counselor	
Lois Herrig	Support staff	
Shawn Naas	Parent	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 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? **Narrative is required, limit response to 200 words.***

Mountain Lake Public School Narrative:

The district administration examines data from staff hiring, teaching assignments, evaluations, and observations. This is reviewed annually. The district follows an evaluation system to ensure teachers are effective in their instruction. Teachers new to the district are paired with a mentor for the first year.

- *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? Narrative is required, limit response to 200 words.*

Mountain Lake Public School Narrative:

In the elementary, students in each grade are divided into 2 sections by gender, ethnicity, and SPED status. In the high school students are divided into 2 sections for general education core subjects. In most cases both sections are taught by the same teacher, so students have equal access. The building principal reviews class assignments to ensure equity.

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 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?*

Narrative is required, limit response to 200 words.

Mountain Lake Public School Narrative:

Our student population is 22.8% Hispanic, 13% Asian, 1.8% Black or African-American and 57.3% white. Our teacher population is 100% white. When we advertise for teaching positions, we have had no applicants of color.

- *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? Narrative is required, limit response to 200 words.*

Mountain Lake Public School Narrative:

Our goal is to have teachers of color. We advertise for these positions in the local newspaper, our school website, along with statewide postings. In the 2019-2020 school year, we did have 2 paraprofessionals who were people of color. We encourage high school students of all races to consider education as a career. We require job shadowing of all seniors. We have a neighboring district who also sends seniors in an Exploring Education class to job shadow in our school.

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 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.

All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>For the 2019-2020 school year 80% of incoming kindergarten students will have participated in a preschool program.</p>	<p>85% Mountain Lake Kindergarten students attended a preschool program prior to entering Kindergarten.</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 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 kindergarten</p> <p><input 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? What strategies are in place to support this goal area?

Mountain Lake Public School Narrative:

Needs were identified by surveys completed by incoming Kindergarten parents and Kindergarten teachers. Data is disaggregated by race.

The strategies in place to support this goal include:

- Early childhood screenings three times per year
- ECFE program
- Discovery preschool program for ages 3-5 within the school
- Collaboration with the onsite daycare center
- Information about scholarships is available to all families
- Social Media outreach to increase awareness of early childhood programs
- Cooperation with local Head Start Program

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
65% of Mountain Lake third grade students will score proficient on the Minnesota state assessments in Reading (MCA-III or MTAS) in Spring 2020.	<i>Unable to report</i>	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in grade 3 <input checked="" type="checkbox"/> 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?

Narrative:

The data used to identify needs was MCA data. (see chart below). Data is disaggregated by student needs on the MCA to include all students in grades 3-6. To support students in this area we use an RTI approach for grades K-3. Students are progress monitored and benchmarks are completed three times per year. Assessments such as the NWEA are used to determine growth for students. Guided reading is being used throughout the elementary to instruct students. Wolverine Academy was started as an after school program for students in grades 3-6 who did not meet the MCA reading standards for 2018-2019 school year. A total of 53 students were invited. The district began this program January 16 and ended in March due to Covid-19. The program was to run through April 6th.

Reading
Percent Proficient in Grade 3
MCA-III/MTAS

	<i>MLPS</i>	<i>State</i>
<i>2016</i>	<i>71.4</i>	<i>57.7</i>
<i>2017</i>	<i>67.6</i>	<i>57</i>
<i>2018</i>	<i>74.2</i>	<i>56.2</i>
<i>2019</i>	<i>43.8</i>	<i>55.0</i>
<i>2020</i>	<i>No Testing data due to COVID</i>	

Data source: Minnesota Report Card

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Goal #1: On all accountability tests for reading (MCA-III, MTAS) in all grades tested, the gap between the percent proficient for white students and the percent proficient for Asian students will be reduced by 1.4% from 12.4% in 2019 to 11% in 2020.</p> <p>Goal #2: On all accountability tests for reading (MCA-III, MTAS) in all grades tested, the gap between the percent proficient for white students and the percent proficient for Hispanic students will be reduced by 3.5% from 28.5% in 2019 to 25% in 2020.</p>	<p><i>Unable to Report</i></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) <input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal) <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.

- 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?

Mountain Lake Public School Narrative:

Data used by the district for these goals are the MCA and MTAS. Data is disaggregated by race and grade level.

To develop strategies, additional data from NWEA, Pre-ACT, ACT, Aimsweb, and classroom grades are used.

Strategies include:

- Local assessments in content areas
- I Love to Read (K-6)
- Title I services (K-6)
- Star Reading (2-6)
- Interventions - RTI, Additional support for reading and math (K-8)
- PLC meetings to review goals, progress, student data and needs (K-12)

- Social worker (K-12)
- School Counselor (7-12)
- Study skills unit in grade 7
- ICU (grades 7-8)
- EL Services (K-12), including increased paraprofessional support for ELL students K-12
- Access Time (7-12)
- After school tutoring (grades 9-12)
- Professional Development (K-12) addressing culture and poverty including Cultural Competency training
- Each teacher (K-12) set a reading goal for their classroom and conducted additional reading strategies in their classroom in Quarters 1, 2, and 3 of the 2019-2020 school year
- Special Education teacher training on assessments for minority students

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
By 2019-2020 Mountain Lake Public School will implement a postsecondary pathways curriculum.	<p><i>Provide the result for the 2019-20 school year that directly ties back to the established goal.</i></p> <p>The Postsecondary Pathways curriculum called “Get Ready” was implemented in grades 7-9 in the 2019-2020 school year.</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"/> 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?
- What strategies are in place to support this goal area?

Mountain Lake Public School Narrative:

The data used to determine this goal included quarter grades, credit recovery needs, feedback and observation data from the High School counselor and teachers and an analysis of the curriculum maps. The district determined to implement a postsecondary pathways curriculum to increase student awareness of possible careers, improve motivation in coursework, and to create pathways for students to attain entry and success into postsecondary education. The “Get Ready” curriculum published by the Minnesota

Officer of Higher Education was chosen. This was implemented in grades 7 and 8 in FACS class and in grade 9 in Civics class. The instructors were given training by the MN Office of Higher Education.

All Students Graduate

Goal	Result	Goal Status
The 4 year average graduation rate for Mountain Lake High School will increase from 97.95% for years 2015-2018 to 98.5% for years 2016-2019	<i>The 4 year average graduation rate for Mountain Lake High School for years 2016-2019 is 99.35%.</i>	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in grade 12 <input type="checkbox"/> 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?

Mountain Lake Public Narrative:

4 Year Graduation Rates Percent in the class of X and graduating in X		
	MLHS	State
2015	94.4	81.4
2016	100	82.5
2017	97.4	82.7

2018	100	83.2
2019	100	83.7
<i>Data Source: MDE Minnesota Report Card</i>		

Preventing students from dropping out of school and increasing our graduation is a priority for the district. While our district's graduation rate is above the statewide rate, we set a goal of increasing our 4 year average by .5%.

The key components to preventing dropouts and increasing our graduation rate are:

- Weekly monitoring of students in grades 9-12 earning D's or F's
- Established truancy program
- Implementation of attendance plans for students with attendance issues
- Credit checks and counseling by school counselor
- Credit recovery courses offered in neighboring ALC with transportation provided by the district
- Professional development for instructional staff
- Study Table program for students to have access to staff and computers after hours
- Staff Development regarding working with students of color and poverty

The effects of these components are measured by data collected along with feedback from students and staff.

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 three-year plan (years 2017-20).** If you are reporting on year 1 of your three-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?
Reduce the Achievement Gap (based on percentage) in reading MCA's at the Mountain Lake School District between Non FRPL and FRPL students from 7.4 (2016) to 5.0 by June, 2020.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal ___ <input type="checkbox"/> Integration Goal ___	Copy the baseline starting point from your 2019-20 plan. 5.0	Provide the result for the 2019-20 school year that directly ties back to the established goal. “Unable to Report” as a result because of disruptions due to COVID-19.	Check one of the following: ___ Goal Met ___ Goal Not Met <input checked="" type="checkbox"/> 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?
- **Data:** MLPS is unable to report our 2019-2020 Achievement Gap Data because of COVID-19 disruptions. MCA tests were canceled for the 2019-20 school year, we have no data to report.
- **Strategies:** Strategies in place to support students we adjusted to accommodate Remote Distance Learning model due to COVID-19 disruptions. Nevertheless, we continued our efforts to hire and train highly qualified teachers and paraprofessionals. We continued our efforts to lower class size, utilize Title 1 and special education services. In the past two years, we have reduced Title 1 services due to reductions in federal funding. Funding reductions translate into fewer Title 1 teachers. This is having an impact on student achievement.

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.	Check one of the following: ___ Achievement Goal ___ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	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"	Check one of the following: ___ Goal Met ___ Goal Not 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?

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.	Check one of the following: ___ Achievement Goal ___ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	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"	Check one of the following: ___ Goal Met ___ Goal Not 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 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.

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?

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 three-year A&I plan (SY 2018-20). If you are reporting on year 1 of your three-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?
Copy the SMART goal statement from your 2019-22 plan.	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.	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"	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.

- 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?

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.	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.	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"	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not n Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unabl e to Repor t

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 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.

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?

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.	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.	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"	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.

- 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?

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.	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.	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"	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.

- 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 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.

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?