



## 2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: New London-Spicer School District

Grades Served: PK-12

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**New this year!** This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

**Part A:** Required for all districts/charters

**Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to [MDE.WorlBestWorkForce@state.mn.us](mailto:MDE.WorlBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorlBestWorkForce@state.mn.us](mailto:MDE.WorlBestWorkForce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email [MDE.Integration@state.mn.us](mailto:MDE.Integration@state.mn.us).

# Part A: Required for All Districts

## Annual Report

**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.nls.k12.mn.us/Page/2230> **2017-2018 World’s Best Workforce Report**
  - <https://www.nls.k12.mn.us/Page/1086> **2017-2020 A & I Plan**

## Annual Public Meeting

**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.

- *The school board annual public meeting to review progress on the WBWF plan and Achievement and Integration Plan for the 2017-2018 school year is scheduled for Tuesday, October 30<sup>th</sup>, 2018, 5:00 p.m. in the Middle School Media Center.*

## District Advisory Committee

**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 2017-18 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 Member	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Kristi Barber	Parent	
Lisa Groff	Parent	
Jenny Hedrick	Parent	
April Dorry	Parent	
Brooke Lien, Teresa Copey	Support Staff	
Deidre Lynch	Parent	
Amanda Titus	Parent	
Lori Pederson	Parent	
Amanda Severtson	Parent	
Kristina Reuss	Parent	
Naomi Johnson	Community Resident	
Larry Nelson	Community Resident	
Paul Carlson	Superintendent	X
Kevin Acquard	Principal	X
Trish Perry	Principal	X
Randy Juhl	Principal	X
Minda Henjum	Q Comp/PLC Coordinator	X

## Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

*Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.*

➤ *Equitable Access to Experienced, Effective, and In-Field Teachers*

- The district process to examine the distribution of experienced and qualified teachers across the district and within school sites is based on a review of a variety of information.
- The State of Minnesota and the MN Department of Education only certify or grant permissions to highly qualified teachers, the unbiased and unfiltered student placement with highly qualified teachers satisfies the equitable distribution of teachers for all students.
- Data is reviewed at each grade level or department to determine the percent of student meeting expected growth goals.
- Teachers are placed in a grade level/department or teaching assignment based on a balance of experience and advanced degrees.
- It is the philosophy of school district to not only look at student test data, but to also review additional data in the placement of students with qualified teachers. It is equally important to understand the academic strengths and weaknesses as well as to understand the emotional needs of each student. Classroom teachers meet with each other to discuss academic and emotional needs of students. With this information as well as using test data a student is placed with the most qualified teacher which will benefit the needs of the student.

➤ *Access to Diverse Teachers:*

**District for All Accountability Tests**

New London-Spicer School District All

All Grades

Contrasting Race/Ethnicities Oct 1

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
American Indian/Alaska Native	1	2	1	1	0
Asian	0	1	0	1	3
Black/African American	0	1	0	0	0
Hispanic/Latino	14	18	22	25	23
Native Hawaiian/Pacific Islander	0	0	0	1	1
Two or more Races	4	2	1	2	1
White	439	486	490	503	506

## Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if 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.

## Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

☐ My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

## 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

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
Goal: At the end of 2016-2017, 72% of children in Early Childhood programs (including Early Childhood Special Education) will be at or near target (Yellow or Green) in 5 areas of literacy based on	Data based on GOLD assessment within Creative Curriculum. Targets: Red = far from target; Yellow = near target; Green = at or above target.	<i>Check <b>one</b> of the following:</i>  <b>Multi-Year Goal:</b>

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>the GOLD assessment of Creative Curriculum.</p> <p>2016-2017 Results:</p> <ul style="list-style-type: none"> <li>• Picture Naming/Oral Language: 90%</li> <li>• Letter Names :74%</li> <li>• Rhyming: 80%</li> <li>• Alliteration: 81%</li> <li>• Letter Sounds: 75%</li> </ul> <p>Goal: At the end of 2017-2018, the percent of children at or near target (Yellow or Green) on the GOLD assessment in Creative Curriculum in the 5 areas of literacy will increase by 2% from 2016-2017 in each area or have a minimum of 75% of children at or near target.</p>	<p>At the end of the 2017-2018 school year the percent of children enrolled in our EC programs at our near target was as follows:</p> <p>Picture Naming (oral language): 100%</p> <p>Letter Names: 77%</p> <p>Rhyming: 92%</p> <p>Alliteration: 81%</p> <p>Letter Sounds: 75%</p>	<p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

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

- Teaching Strategies GOLD assessments
- IGDI's assessments
- Minnesota Reading Corps assessments

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

- Targeted curriculum completed daily.
- Assessments are completed 3 times/year.
- Monthly progress monitoring.
- Tier 2 & 3 interventions daily.
- Weekly Professional Learning Team meetings.

*How well are you implementing your strategies?*

- Strategies are being implemented by 100% of the team members.

*How do you know whether it is or is not helping you make progress toward your goal?*

- Monthly progress monitoring data.
- GOLD & IGDI's assessment data.

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

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>By the end of the 2016-2017 school year, 61% of 3rd grade students were able to correctly read 100 or more words as measured by the DIBELS Oral Reading Fluency assessment.</p> <p>Goal: By the end of the 2017-2018 school year, 71% of 3rd grade students will be able to correctly read 100 or more words as measured by the DIBELS Oral Reading Fluency assessment.</p>	<p>At the end of the 2017-2018 school year, 77.5% of our 3rd grade students read 100 or more words as measured by the DIBELS Oral Reading Fluency assessment.</p> <p>Note: There will be a new goal for 2018-2019 as measured by the FAST Assessment.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

*What data have you used to identify needs in this goal area?*

Percent Proficient		2012	2013	2014	2015	2016	2017	2018
MCA	NLS	82.2	60.4	61.3	60.0	63.4	51.2	60.3
Reading	State	80.4	57.2	58.1	58.7	58.1	57.4	56.7
Grade 3								

- The benchmark report compares school-level performances on MCA items from each benchmark against the performance expected in the school given student scores on the entire test.

*How is this data disaggregated by student groups?*

- Data was disaggregated by individual students.
- Data was disaggregated by comparing results from student on free and reduced lunch and non-free and reduced lunch.

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

- Multi-tiered System of Support
- Generated and categorized interventions that could be used for support of students in reading.
- Trained Title Staff in data analysis and matching interventions with student's skill deficit.
- Implemented Systems of Support Block for grade level students.
- Conducted DIBELS screening and benchmark.

*How well are you implementing your strategies?*

- Conducted fidelity checks to ensure that all interventions were provided with the integrity needed to move our student forward. We also progress monitored each student who received an intervention to adjust when necessary

*How do you know whether it is or is not helping you make progress toward your goal?*

- Systems of support block.
- Formative assessments.
- Progress monitoring.



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

<input type="checkbox"/> WBWF Goal <b>Only</b> <input checked="" type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The proficiency GAP between the Non-FRP students and FRPL students enrolled the full academic year for all grades tested within grades 3-8 and grade 11 on all state Math accountability tests (MCA, MOD, MTAS) will <b>DECREASE from 23.7% to 11.9%</b> within our District by the end of the 2019-2020 school year.</p> <p>The proficiency GAP between the Non-FRP students and FRPL students enrolled the full academic year for all grades tested within grades 3-8 and grade 10 on all state Reading accountability tests (MCA, MOD, MTAS) will <b>DECREASE from 21.2% to 10.6%</b> within our District, by the end of the 2019-2020 school year.</p>	<p>2017-2018 Math Results: Non-FRP Proficiency increased from 70.2% to 70.5%. FRP Proficiency decreased from 55.3% to 52.2%. Non-FRP Gap increased from 14.9% to 18.3%. The District did not meet the target gap reduction goal of 13.8%.</p> <p>2017-2018 Reading Results: Non-FRP Proficiency increased from 70.7% to 71.6%. FRP Proficiency decreased from 52.8% to 52.4%. Non-FRP Gap increased from 17.9% to 19.2%. The District did not meet the target gap reduction goal of 15.3%.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track  <input type="checkbox"/> Not On Track          May need to adjust the goal by they year 2025.</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p>

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

## Reading Proficiency Trends

All Accountability Tests by Subgroups  
All Grades – Proficiency percent's

Free/Reduced Lunch  
vs.  
Non-Free/Reduced Lunch

	2016	2017	2018
Non-FRPL			
NL-S	68.3%	70.7%	71.6%
State	72.0%	72.5%	71.8%
FRPL			
NL-S	46.1%	52.8%	52.4%
State	40.9%	40.9%	40.8%
Difference			
NL-S	22.1%	17.9%	19.2%
State	31.0%	31.6%	31.0%

Special Education vs. Non-Special Education

	2016	2017	2018
Non-Special Ed			
NL-S	67.1%	70.4%	71.7%
State	64.7%	65.2%	64.9%
Special Ed			
NL-S	29.5%	31.8%	34.2%
State	30.4%	30.4%	30.0%
Difference			
NL-S	37.6%	38.6%	37.6%
State	34.3%	34.7%	34.9%

Contrasting Race/Ethnicities >20

	2016	2017	2018
White			
NL-S	63.3%	66.8%	67.3%
State	68.5%	69.3%	69.1%
Hispanic/Latino			
NL-S	47.8%	43.1%	62.0%
State	39.0%	39.1%	39.3%
Difference			
NL-S	15.5%	23.7%	5.3%
State	29.5%	30.2%	29.8%

## Math Proficiency Trends

All Accountability Test by Subgroups  
All Grades – Proficiency percent's

Free/Reduced Lunch  
vs.  
Non-Free/Reduced Lunch

	2016	2017	2018
Non-FRPL			
NL-S	72.8%	70.2%	70.5%
State	72.2%	71.4%	69.9%
FRPL			
NL-S	48.2%	55.3%	52.2%
State	39.7%	38.5%	36.6%
Difference			
NL-S	24.6%	14.9%	18.4%
State	32.5%	32.9%	33.2%

Special Education vs. Non-Special Education

	2016	2017	2018
Non-Special Ed			
NL-S	70.8%	70.7%	69.1%
State	64.3%	63.4%	62.0%
Special Ed			
NL-S	35.5%	32.4%	42.2%
State	30.4%	29.9%	28.6%
Difference			
NL-S	35.3%	38.3%	26.9%
State	33.9%	33.5%	33.4%

Contrasting Race/Ethnicities >20

	2016	2017	2018
White			
NL-S	67.8%	67.5%	66.6%
State	68.9%	68.4%	67.2%
Hispanic/Latino			
NL-S	52.4%	49.0%	47.9%
State	38.0%	36.6%	35.0%
Difference			
NL-S	15.4%	18.5%	18.7%
State	30.9%	31.8%	32.2%

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

- Provided training for the implementation of Professional Learning Communities/Professional Learning Teams.
- Incorporated Professional Development Lead Teachers and Curriculum Area Lead Teachers.
- Provided job embedded opportunities for professional development.
- Utilized the Kim Marshall teacher evaluation process in order to provide feedback to teachers.
- Provided Math and Literacy professional development.
- Utilized the principal evaluation system to review goals and strategies to support professional learning teams.
- Provided time for curriculum area meetings to enhance and update vertical and sequential standards alignment and implement curriculum area improvements as identified by each PLT.
- The Q Comp plan was implemented during the 2016-2017 school year.

*How do you know whether it is or is not helping you make progress toward your goal?*

- Continue to review Accountability Assessments by disaggregating assessment results by student group and make progress toward closing the achievement gap by 50% at the end of the 2020 school year.
- The goal of the district evaluation system is to positively impact student learning by improving instruction. Instruction will be improved through self-assessment and reflection, Individual Growth and Development Plans (IGDPs), collaborative work in PLTs, job-embedded professional development, and observations conducted by principals and peer reviewers. This is also included in our Teacher Development and Evaluation Plan.
- The peer review process will be formative and informal. Trust and confidentiality will be essential components for the peer review process. The peer review process will provide feedback to licensed staff members via two observations conducted by another staff member trained in peer review. Observations will include a pre-conference and post-conference meeting, each occurring during the week of the peer observation.

*How well are you implementing your strategies?*

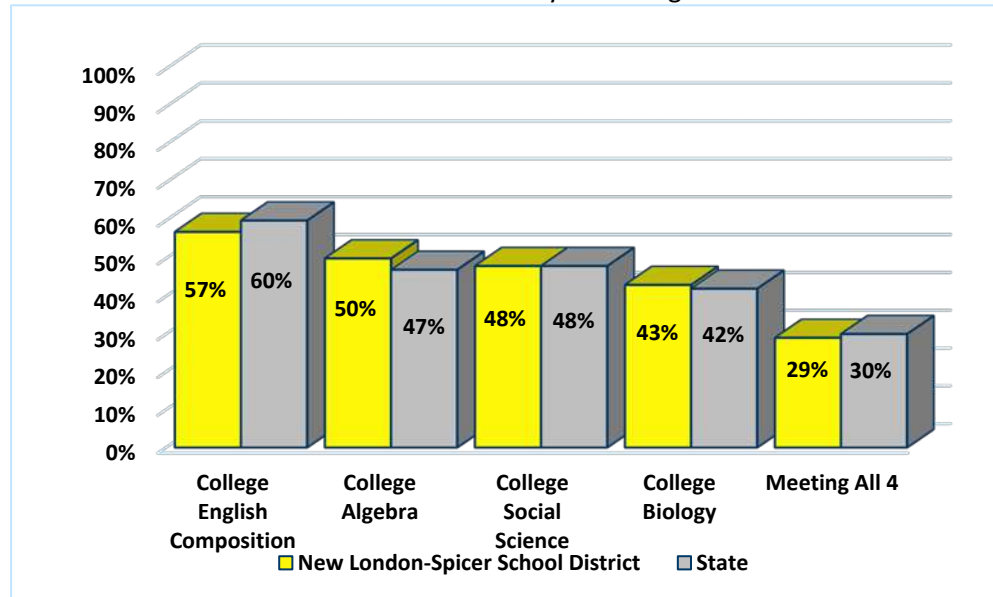
- All 116 certified staff (100%) met the requirements of the teacher evaluation component by completing the administrative evaluation cycle and/or by participating in peer review as outlined in the district Q Comp plan.

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

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
100% of 9th grade student will complete an individual learning plan during the 2017-2018 school year which will include career and college planning and preparation.	2017-2018 Results: Out of 122 9 <sup>th</sup> grade students, 122 students completed their plan. That is a 100% completion rate.	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p>

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

- Percent of ACT-Tested Students Ready for College-Level Coursework



- Guidance counselors assisted student in using MCIS (Minnesota Career Information System) to complete individualized learning plans including career and college planning.
- Students completed a learning styles inventory and the career cluster inventory.
- This data is not disaggregated due to the expectation that all students complete the plan.

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

- Guidance Counselors assist students in completing individual learning plan including career and college planning
- A career unit is provided to all 9<sup>th</sup> graders
- College Career Fairs
- Host Senior Job Expo
- ACT/PSAT preparation with students
- *How well are you implementing your strategies?*
- Implementation is going very well. The career counseling department continues to research other areas to determine what data to measure to assure our students are career and college ready.
- Continue to partner with local businesses to make sure the school understands the skills the workforce is looking for.
- Counselors follow up with students to make sure individual learning plans are completed.

*How do you know whether it is or is not helping you make progress toward your goal?*

- Students are completing their individual learning plans that include college and career ready. We need to implement a plan that we can follow up with students to make sure they are following through with the plans and are successful in college or in the workplace.

## All Students Graduate

<input type="checkbox"/> WBWF Goal <b>Only</b> <input checked="" type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Goal: New London-Spicer High School is currently meeting the ESSA target of at least 90% of students graduating. By the end of the 2017-2018 school year, the graduation rate will be at or above 95%.</p>	<p>The graduation rate for the class of 2018 was 97.3%. Our goal for the Class of 2019 will be to increase our graduation rate by 2% or continue to maintain a graduation rate over 90%.</p> <p>In June 2018, 100% of students identified as FRP graduated. Our goal for the Class of 2019 will be 95% of students identified as FRP graduate (above the ESSA requirements of 85%).</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

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

- Graduation data by student groups are evaluated such as; graduation rates for EBD students including all special education student.
- Graduation rates by ethnicity. Hispanic/Latino and White are the two student groups that meet the accountability cell size requirements
- Graduation rates for student on free/reduced priced lunch.
- Graduation rates four year cohorts, five year cohorts and six year cohorts.

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

- Counseling services to support students to be career and college readiness.
- Numerous opportunities for students to excel outside of the school building bricks and mortars.
- Credit recovery opportunities.
- School success program through the Achievement and Integration Program.

*How well are you implementing your strategies?*

- School success program strategies are very successful. Credit recovery through the alternative learning program is very successful with over 40 students enrolled in one or more courses over the summer.

*How do you know whether it is or is not helping you make progress toward your goal?*

- Here are statistics from the Class of 2019 with 107 total students in the class:

	MCA Math	MCA Reading	Open IN	SPED	PSEO	CIS & AP	KCEO	4 Years of Math	Online Classes
Proficient	51.1%	68.3%	18	13	8	58	5	56	56
Partially	26.1%	21.8%							
Does Not Meet	22.8%	9.9%							
State Proficient	49.0%	60.4%							

## Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Same as WBWF goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

#### Close the Achievement Gap(s) Between Student Groups – The following goal in Math was the same in WBWF and A & I.

The proficiency GAP between the Non-FRP students and FRPL students enrolled the full academic year for all grades tested within grades 3-8 and grade 11 on all state Math accountability tests (MCA, MOD, MTAS) will **DECREASE from 23.7% to 11.9%** within our District by the end of the 2019-2020 school year.



## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Same as WBWF goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

### Close the Achievement Gap(s) Between Student Groups – The following goal in Reading was the same in WBWF and A & I.

The proficiency GAP between the Non-FRP students and FRPL students enrolled the full academic year for all grades tested within grades 3-8 and grade 10 on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE from 21.2% to 10.6%** within our District, by the end of the 2019-2020 school year.

**Please Note:** If you have additional goals to add, copy and paste the A&I goal table below.

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.

#### Gamma and STEM Robotics Summer Courses:

Gamma is a summer mathematics course open to all students in seven districts of the West Central A&I Collaborative (WCAIC); Students receive learning experiences 4 hours per day for 8 days and 1 all day field trip to see mathematics applied. Gamma uses hands-on problem solving activities with emphasis on multiple and varied representations of concepts that encourages elaboration, questioning, and self-explanation: activities designed to be different from academic year mathematics learning experiences. There is a focus on a balance between surface, deep, and transfer learning to maximize student's ability to effectively apply learning to classroom mathematics learning during academic year. Staff includes teachers from all seven WCAIC districts who plan and collaborate during the academic year on delivery of activities to help strengthen mathematics benchmarks identified as areas of low performance across participating districts. Half of student learning experiences reflect content which students struggled with in prior year grade and half reflect content which is new learning related to grade level following year. Gamma is coordinated by a team of mathematics educators selected from the participating districts. Students are transported by individual districts to location of summer Gamma course in Willmar.

We have increased integration within our district and the collaborative by adding another summer program open to all students in the districts in the collaborative. Students worked in small groups that built relationships with peers while building math and science skills. Between this 2 week Stem/Robotics program and the GAMMA summer program that we previously had in place, our students have been provided with various opportunities for integration.

#### Impact of A & I Strategies:

- Collaboration of teachers from 7 districts
  - Shared best practice strategies
  - Focus on regional data to drive achievement
- Collaboration of students
  - Cultural integration of students (assistance from cultural liaisons)
  - hands-on high level critical thinking
  - project based learning

Students were engaged in math activities in a collaborative setting (both by grade level as well as across grade levels) using critical thinking skills.