



## 2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

**District or Charter Name:** Clinton-Graceville - Beardsley

**Grades Served:** PVK-12

**WBWF Contact:** Julie Critz

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

**Title:** Superintendent

**Title:** Type response here

**Phone:** 320-325-5224

**Phone:** Type response here

**Email:** jcritz@graceville.k12.mn.us

**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 ☒ 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).

<b>District Advisory Committee Members</b>	<b>Role in District</b>	<b>Are they part of the Achievement and Integration leadership team? (Mark X if Yes)</b>
Greg Vold	School Board Member	
Scott Mahoney	Elementary Parent	
Mike Adelman	High School Parent	
Chance Haugen	Elementary Parent	
Josh Bohlen	Elem & HS Parent	
Gretchen Cardwell	Elementary Teacher	
Jen Andrews	Elementary Teacher	
Lori Hyneck	High School Teacher	
Jean Costello	Interventionist	
Deb Stueve	High School Teacher	
Brice Hoffman	Technology Coordinator	
Tracey Raguse	Principal	
Jerome Huselid	Parent/Dean of Students	
Julie Critz	Superintendent	

## 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.**

*We are a small school district with a single section of each grade level. Since there is only section, all students have experiences with all teachers, be they ineffective, inexperienced, out of field, or experienced. The Dean of Students, Principal and superintendent evaluate all staff and routinely discuss progress. Data is reviewed by the District Leadership Team and at the building level by all teachers annually, with Summative data, and quarterly with formative data.*

- 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.**

*This year we implemented a Mentorship/Induction Program that includes both professional development by our experienced Dean of Students, and monthly support by a veteran teacher in the district. In our school district, we struggle to get applicants for our teaching positions and are extremely fortunate to have all licensed teachers in our elementary classrooms right now. Our out of field instructors are teaching at the high school in the elective areas. We feel the mentorship program is our best strategy to build best practice skills in our probationary staff, and to support those who are teaching out of field. We continue to work at securing In-field, licensed staff members.*

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.**

Our population is 98% white. Ethnic groups that are not represented by our teaching staff are Black and Hispanic students. Because the demographics in our County match that of our schools, it is difficult to recruit teachers of color to our school district. Students in our district that make up our EL population lives in communal style living at each of our two Huetterite Colonies, where German is spoken in the home. The communal lifestyle of this group does not allow for them to work at jobs which pay them a wage.

- 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 District continues to advertise for teachers in statewide education portals, as well as locally and on our website. The number of applicants is very small, and at times we do not have applicants who are licensed in the field required.

## Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

☒ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

☒ District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. Please fill out the table below with your specific SMART goals.

### ***All Students Ready for School***

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year.  70% of students entering kindergarten in the 20-21 school year will demonstrate a rating of Beyond or On Level, as assessed by the readiness assessment tool in September.	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."  70% of students entering kindergarten met the standard.	<b><i>Check one of the following:</i></b>  <input checked="" 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)

**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.

**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?

Our Voluntary Pre-School and Head Start braided/collaborative teachers were able to provide in-classroom instruction the majority of the time. Because big stone County has significant gaps in Internet coverage for families at home, the students wore masks and teachers implemented mitigation strategies to keep students in school.

We have a collaborative preschool program with Head Start. Our staff receive significant training and utilize a best practice curriculum. Students are tested routinely to make sure they are on pace.

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

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>75% of third grade students will demonstrate proficiency on the MCA-III Reading assessment in the spring of 2021.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>50% of students demonstrated proficiency on the 3<sup>rd</sup> grade reading MCA.</p>	<p><b><i>Check one of the following:</i></b></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**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.

**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?

Our district has implemented STAR testing and Fastbridge to progress monitor and assist teachers in knowing whether instruction is working. The District is also working to disaggregate assessment data, align the curriculum to the standards and make data driven decisions about interventions for each child.

Big Stone County has significant challenges with quality internet service to our families in this sparsely populated area of the State. Although we were able to keep elementary students in our schools more than our high school students, the change in delivery model still made a significant difference. Additionally, we have a significant shortage of substitute teachers so when our classroom teachers were home due to COVID, they were still frequently being asked to deliver instruction to our students – even though they may not have been well because we did not have substitutes willing to step in to teach given the circumstances.



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

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>We will reduce the achievement gap by 5% in the special education and FRPL cell groups by the spring of 20-21.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>The achievement gap increased in both special education and the FRPL cell groups.</p>	<p><b><i>Check one of the following:</i></b></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**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.

**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?

Big Stone County has significant challenges with quality internet service to our families in this sparsely populated area of the State. A fewer number of students qualifying for FRPL and special education had access to internet service as well as support from guardians in their home. The COVID pandemic affected them more greatly than our general population. The School district is participating in a County-wide effort to write a grant for broadband service in our county.

We have been making great progress in this area, however, data for the 20-21 school year showed a dip. Frequently our FRPL students are out performing our Non-FRPL. We will be identifying additional special education interventions to continue reducing the special education achievement gap.

**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 students in grades 9-12 will have a personal learning plan.	Provide the result for the 2020-21 school year that directly ties back to the established goal.  100% of students in grades 9-12 have a personal learning plan.	<b><i>Check one of the following:</i></b>  <input checked="" 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)

**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.

**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?

CGB has implemented the 9-12 personal learning plan (PLP), which is established and reviewed by each student with their PLP advisor. Time is established in student schedules to ensure this plan is created and implemented.

Limited strategies are in place. This is a growth area for our school district.

### ***All Students Graduate***

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year.  95% of CGB students will graduate from high school in 2021.	Provide the result for the 2020-21 school year that directly ties back to the established goal.  95% of CGB students graduated from high school in 2021	<b><i>Check one of the following:</i></b>  <input checked="" 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)

**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.

**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?

We monitor closely the 4 year graduation rate. We meet with students regularly throughout their school experience to make sure adjustments are made for them to stay on track for graduation.

To add or edit prior to midnight on December 15

[http://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report-copy/?snc=1639144103\\_61b35aa7386e96.92233157&sg\\_navigate=start](http://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report-copy/?snc=1639144103_61b35aa7386e96.92233157&sg_navigate=start)

## 2020-21 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

### **This progress report has two parts:**

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

*MDE understands this past school year (2020-21) brought on unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.*

**\*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

## Achievement and Integration – Not Applicable to Clinton-Graceville-Beardsley

**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."	<b>Check one of the following:</b>  ___ 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 <b>one</b> 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 <b>one</b> of the following:  ___ On Track  ___ Not on Track  ___ Goal Met  ___ Unable to Report

**Narrative is required. 200-word limit.**

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

**Please note:** If you have more than three goals, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here



### ***Integration***

**Narrative is required. 200-word limit.**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

### ***Impacts from Online Learning***

**Narrative is required. 200-word limit.**

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Type response here

## Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name:**

### ***Achievement and Integration Goal 1***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following:  <input type="checkbox"/> Achievement Goal  <input type="checkbox"/> Integration Goal  <input type="checkbox"/> 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 <b>one</b> 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?

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 <b>one</b> 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 <b>one</b> 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