



2021–22 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 2021–22 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

District or Charter Name: New London-Spice School District #345

WBWF Contact: Tracy Detloff

A&I Contact: Jamie Boelter

Title: Q Comp District Coordinator

Title: Superintendent

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

☒ Yes ☐ No

What year of your Achievement & Integration plan are you reporting on?

☐ Year 3 (3-year plan spans 2020–22 SY)

☒ Year 2 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2021–22 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

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: www.nls.k12.mn.us/WBW

Provide the direct website link to the A&I materials: www.nls.k12.mn.us/WBW

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2021–22 SY.

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 SY: November 28, 2022

Goals and Results

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
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>At the end of the 2021-2022, we will replicate the results of the 2018-2019 goal to return back to the pre-pandemic achievement. The percent of children at or near target (Yellow or Green) on the GOLD assessment in Creative Curriculum in the 4 areas of literacy will be: Letter Names: 96%, Rhyming: 85%, Alliteration: 72%, Letter Sounds: 85%.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>According to the 2021-2022 results, this goal was not achieved. However, 3 out of the 4 areas of literacy had a minimum of 75% of children at or above target.</p> <p>The following data indicates that the percentage of four year-olds enrolled in pre-school meeting the Spring 2022 GOLD assessment in Creative Curriculum benchmarks: Letter names: 90%, Rhyming: 82%, Alliteration: 72%, Letter Sounds: 75%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>Students in grades K-4 at Prairie Woods Elementary will increase reading proficiency from 56.02% meeting proficiency in the spring of 2021, to 65% meeting proficiency in the spring of 2022 by scoring at or above the grade level benchmark on the aReading</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>According to the 2022 FastBridge assessment data for students in grades K-4 at Prairie Woods Elementary, this goal was not met as 60.31% of students met reading</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p>

Goal	Result	Goal Status
(grades 2-4) or earlyReading (grades K-1) FastBridge assessment.	proficiency on the assessment. This was still a 4.29% increase.	<input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional third-grade literacy goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>Math: The percentage of all FRP-eligible students in grades Kindergarten through Eighth grade who are at or above the benchmark on the local standardized math assessments FastBridge (grade K-4) and Star (grades 5-8) will increase at least 2% from fall 2021 to spring 2022.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>The percentage of all FRP-eligible students in grades Kindergarten through Eighth grade who are at or above the benchmark on the local standardized math assessments FastBridge (grade K-4) and Star (grades 5-8) will increase at least 2% from fall 2021 to spring 2022.</p> <p>There was a 7.18% increase in the percentage of all FRP-eligible students in grades K-8 who were at or above the benchmarks on the local standardized math assessments from the fall of 2021 to the spring of 2022. In the fall of 2021, 61.11% of all FRP-eligible students in grades K-8 were at or above the benchmark on the local standardized math assessment. In the spring of 2022, this increased to 68.29%.</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>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>Reading: The percentage of all FRP-eligible students in grades Kindergarten through Eighth grade who are at or above the benchmark on the local standardized reading assessments FastBridge (grade K-4) and Star (grades 5-8) will increase at least 2% from fall 2021 to spring 2022.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>According to the local standardized reading assessments, this goal was not met. There was a 1.19% increase in the percentage from the fall of 2021 to the spring of 2022 of all FRP-eligible students in grades K-8 who were at or above the benchmark on the local standardized reading assessments.</p> <p>In the Fall of 2021, 41.46% of FRP-eligible students were proficient in reading according to local standardized reading assessments, FastBridge (K-4) and Star (grades 5-8). In the Spring of 2022, 42.65% of FRP-eligible students were proficient in reading which is an increase of 1.19%.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional achievement gap goals as appropriate.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>100% of 9th grade students will complete an individual learning plan during the 2021-2022 school year which will include career and college planning and preparation.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>98% of 9th grade students completed an individual learning plan during the 21-22 school year that included career and college</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>

Goal	Result	Goal Status
	planning and preparation. 2% of 9th grade students completed a transition activity that was appropriate for their developmental level. Overall, 100% of 9th grade students completed an individual learning plan that was appropriate for their career and college planning and preparation.	<input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional career and college readiness goals as appropriate.

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>The class of 2022 will increase to maintain a graduation rate of 100%.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>Data is not released from MDE at this time.</p> <p>According to the MN Report Card, NLS graduation rates have increased from 92.4% in 2020 to 94.9% in 2021.</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 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>

Repeat table for additional graduation goals as necessary.

2021–22 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 was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2021–22 A&I plan goals for each of those schools were on track or have been 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).

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 2021–22 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 2021–22 SY.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2021–22 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

District and Contact Information

District Name: New London-Spicer School District #345

A and I Contact: Jamie Boelter

Title: Superintendent

Phone: 320-354-2252 ext 2101

Email: boelterj@isd345.org

Complete the tables below if you are reporting on year 3 of your 3-year plan (July 1, 2019–June 30, 2022). *If you are reporting on year 2 of your 3-year plan (July 1, 2020–June 30, 2023), please complete the tables below the Racially Identifiable Schools section.*

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021–22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 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 2021–22 SY.	Provide the result for the 2021–22 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021–22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 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 2021–22 SY.	Provide the result for the 2021–22 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	Provide the result for the 2021–22 SY that directly ties back to the established goal.	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met ___ Goal Not Met

Please note: If you have more than three 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 2021–22 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

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 RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	Provide the result for the 2021–22 SY that directly ties back to the established goal.	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met ___ Goal Not Met

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	Provide the result for the 2021–22 SY that directly ties back to the established goal.	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met ___ Goal Not Met

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	Provide the result for the 2021–22 SY that directly ties back to the established goal.	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met ___ Goal Not Met

Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables below.

Complete the tables below if you are reporting on year 2 of your 3-year plan (July 1, 2020–June 30, 2023).

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021–22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>The percentage of all FRP-eligible students in grades K-8 who are at or above the benchmark on the local standardized math assessments will increase at least 5% from 2019 to 2023.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021–22 SY.</p> <p>2019: 53.6%</p> <p>2020: Unable to report</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>2021: 58.33%</p> <p>2022: 68.29%</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>All K-12 students will have increased access to classrooms taught by educators trained in culturally responsive teaching strategies from 0% in 2019 to 80% in 2023 as measured by educator Continuing Education Units.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input checked="" type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021–22 SY.</p> <p>2019: 0%</p> <p>2020: Unable to report</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>2021: 70.73%</p> <p>2022: 74.59%</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>Increase New London-Spicer FRPL-eligible students access to career and college readiness programs and support from 55.76% in 2020 to 60.76% by 2023.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021–22 SY.</p> <p>2020: 55.76%</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>2021: 66.67%</p> <p>2022: 73.34%</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

Achievement and Integration Goal 4

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>Students who attend summer GAMMA and STEM programming will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically diverse, socioeconomically) from an average comfort level of 2 out of 5 in 2020 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by 2023 .</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021–22 SY.</p> <p>At the beginning of the August 2021 summer programs, 16% of students reported a comfort level of 2 out of 5 as it relates to their comfort level with initiating and maintaining positive relationships with students different than themselves.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>At the end of the August 2021 summer programs, 29% of students reported a comfort level of 4 out of 5 as it relates to their comfort level with initiating and maintaining positive relationships with students different than themselves.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

Please note: If you have more than three 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 2021–22 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Strategies: GAMMA (Math) Course and STEM/Robotics Course

GAMMA and Stem/Robotics are collaborative courses between the Willmar School District and partnering districts (ACGC, BOLD, KMS, MACCRAY, Montevideo, NLS). The intent of the program is to provide students across the districts with the opportunity to collaborate and interact with diverse students. Students worked in a variety of groupings to engage with the math and STEM content while experiencing interaction strategies. Student survey results indicated a 13% increase from the beginning to the end of the programs as it relates to the comfort level with initiating and maintaining positive relationships with students different than themselves.

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 RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 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 2021–22 SY.	Provide the result for the 2021–22 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 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 2021–22 SY.	Provide the result for the 2021–22 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2021–22 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	Provide the result for the 2021–22 SY that directly ties back to the established goal.	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met

Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables below.